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ABSTRACT

A study was conducted by the Learning Assessment Retention Consortium (LARC) to describe the outcomes (i.e., goal satisfaction, retention, and skills acquisition) of students enrolled in remedial English writing courses in a sample of California community colleges, and to develop an evaluation model which could be used in community colleges to measure outcomes in all programs. Students attending 29 community colleges completed questionnaires and the New Jersey Basic Skills Competency Tests (NJBSCT) at the beginning and end of the fall 1986 semester. The 7,500 English writing students in the sample were primarily young, full-time day students planning to transfer to a four-year college. Study findings included the following: (1) at the end of the semester, students had accomplished more course objectives than they had originally intended; (2) 67% of the sample successfully completed the writing course, 82% re-enrolled the following semester, and 68% of those intending to enroll in another English class the following semester did so; (3) the greatest rate of skills growth was shown on the essay test, with students at all levels exiting the course with higher average scores than they demonstrated at the beginning of the course; (4) the average post-test score of students completing the course one level below freshman composition demonstrated that those students were prepared for entry into college-level English; and (5) students' self-assessment of their writing ability was better at the end of the semester than at the beginning. Appendices comprise almost half of the document and include: (1) college tables; (2) description of the NJBSCT; (3) a questionnaire; (4) a list of participating colleges/contact persons; and (5) a description of sub-samples used for each analysis. (Author/EJV)

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Learning Assessment Retention Consortium

Student Outcomes Study

Final Report ▲ Year 1 ▲ September 1987

Learning Assessment Retention Consortium

STUDENT OUTCOMES STUDY

Year One
Final Report

This study was funded and supported through materials and related contributions by the California Community Colleges Chancellor's Office, the College Board, Northern California Research Group, Southern California Community College Institutional Research Association, California Association of Community Colleges, and Rancho Santiago College.

September 1987

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FOREWORD

As the study was being conducted and as the analyses were being prepared, it became apparent to the participants that the study has provided a richness of data and that the findings have posed additional questions and issues which may be addressed with the study's data. The writing team decided that this first final report would fulfill the study's original intentions; that is, it is descriptive of students who remain enrolled in English writing courses. The data, however, lend themselves to much more important and needed analyses. This report, then, is the first in a planned series of reports. Other issues which will be addressed in the future include:

. The findings were very diverse for the 29 participating colleges. A study by LARC to determine relationships between outcomes and curriculum is currently in progress. Further study is needed to examine additional variables which account for outcomes, such as demographics.

. The retention rates demonstrated in this study were higher than expected and higher than other studies have found for community college programs. Further study of the 15% who do not complete writing courses is needed.

. Additional study of the students at the lowest levels of remediation is needed. This study would be helpful in the context of current discussions regarding credit, non-degree applicable courses and non-credit courses.

. A paper to further explore the findings of this study as they relate to policy is needed. The conclusion of the report lists some policy considerations.

LARC will consider these topics for its future research agenda. In addition, the LARC Student Outcomes Study as presented in this report is continuing and is now in its second year of implementation.

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EXECUTIVE SUMMARY

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The purposes of the 1986-87 LARC Student Outcomes Study were:

. to describe the outcomes (achievements and progress) of students enrolled in remedial English writing courses in a sample of California community colleges, and

. to develop an evaluation model which could be used in community colleges to measure outcomes in all programs.

The student outcomes described by the model include 1) student goal satisfaction, 2) retention, and 3) skills acquisition. Twenty-nine colleges participated in the study in the Fall 1986 semester. Students completed questionnaires at the beginning and end of the Fall 1986 semester and were also pre- and post-tested using the New Jersey Basic Skills Competency Tests.

The 7500 English writing students in this study sample (as of the beginning of the Fall 1986 semester) were primarily young, full-time day students who wanted to transfer to four-year colleges and who were enrolled in freshman composition or lower level writing courses to meet that objective.

Student Goal Findings

At the end of the semester, students indicated they had accomplished more course objectives than they had originally intended. For example, at the beginning of the semester, 40% indicated that one of their course objectives was to "improve chances of success in other courses." At the end of the semester, 89% stated that they had indeed improved their chances of success in other courses by enrolling in the English writing course. This particular finding indicates that students learned the value of acquiring basic skills for educational success. This increase in the number of course objectives achieved compared to those originally set by students was true for all potential course objectives listed on the questionnaire.

A large number (and percentage) of students changed their long-term educational goals during the semester. For example, 60% of the students who indicated "vocational certificate" as a goal at the beginning of the semester changed this goal by the end of the semester.

Retention Findings

Retention rates were high for this sample of students:

- 67% of the students successfully completed the Fall 1986 semester English writing course with an A, B, C, or CR grade. The course noncompletion rate for remedial students was only 13% to 14%, which is far below expectations.
- 82% re-enrolled in the college the following semester;
- 68% of those who intended to enroll in another English class in the following semester did so.

Students who were successful in writing courses (those who completed the course and received an A, B, C, or CR grade) re-enrolled the next semester at a much higher rate than those who were not successful or who didn't complete the course. For those who re-enrolled the next semester, the average percentage of remedial units in which they were enrolled decreased from 25% to 10%, reflecting a positive movement of students into the college level curriculum.

Skills Acquisition Findings

The greatest rate of skills growth was shown on the essay test. For the essay and sentence sense tests, students at all levels of English exited the course with higher average scores than they demonstrated at the beginning of the course. Predictably, for all English levels, the pre- to post-gain was higher for the students who were successful in a course than for students who were not successful. There was no statistically significant difference in skills growth rates among ethnic groups. However, while Hispanics and Blacks generally scored lower on the pre-tests, on the average, their skills gain was greater.

The average post-test score of students completing the course one level below freshman composition demonstrated that those students were prepared for entry into college level English. The greatest skills gain was made by those students enrolled two levels below freshman composition.

Almost half of the students exited courses with a post-test score equal to the average entering pre-test score of the next level.

Students' self-assessment of their writing ability was better at the end of the semester than at the beginning. Of the students who believed that they "write poorly" at the beginning of the semester, 79% increased their rating of their writing ability. The most marked increases were for those students who initially rated themselves lowest.

There was a broad range of findings among the colleges on all variables. LARC will soon publish a descriptive study of college curricula which will begin to show the relationship between outcomes and colleges' curricula.

The intent of the study was to describe outcomes for remedial students using three broad criteria:

- Student goal satisfaction
- Retention
- Skills acquisition

The findings indicate positive outcomes on all three measures. In some cases, gains were greater than anticipated and also greater than previously reported in other studies.

These remedial students will be tracked during 1987-88 using questionnaires, interviews, and data retrieval. Another report will be published at the end of that year. In the meantime, the outcomes evaluation model will be implemented in the remedial reading departments of 28 colleges. Fifty of the 106 California community colleges will then have participated in this effort to demonstrate student outcomes.

INTRODUCTION

INTRODUCTION

Background of LARC

Increasing student success is a major goal of the California community colleges. This goal is also the focus of LARC, the Learning, Assessment, Retention Consortium. Members of this network---formed in 1981 and including 80 colleges---share a common purpose: to translate concern about student success into local action. From the beginning, LARC has identified research as a major priority and a critical link in accountability.

Purposes of the Study

The LARC Student Outcomes Study was designed to develop an outcomes evaluation model and to pilot test the model in English writing programs in the Fall 1986 semester. The major purpose of this study was to describe educational outcomes of students who enrolled in remedial English writing courses. The outcomes upon which the study focused included 1) student goal satisfaction, 2) retention, and 3) skills acquisition. More specifically, the questions which were to be addressed within each outcomes category were:

1) Student goal satisfaction
    - Do students change their educational goals after being enrolled in remedial writing courses?

- What number and percent of students accomplish their objectives for enrolling in writing courses?

2) Retention

- What number and percent of students:
  - successfully complete (A, B, C, or CR grade) remedial writing courses?
  - re-enroll in college the following semester?
  - re-enroll in writing courses the following semester?
- Do students enrolled in remedial writing courses progress by enrolling in a larger proportion of college level courses in subsequent semesters?

3) Skills acquisition

- Do students acquire skills which qualify them for freshman composition?
- Are students who complete one level of writing prepared for the next level/course in the sequence of writing courses?

The findings relative to these research questions are presented by level: freshman composition, one level below freshman composition, two levels below, and three levels below. The level of English course relative to freshman composition represents a common standard selected for describing student outcomes.

A second purpose of this study, in addition to describing outcomes of remedial writing students, was to provide a large, descriptive data base about remedial writing students by including a large number of California community colleges in the study. A few colleges had already conducted evaluations of their remedial education programs and wished to compare their results with other colleges. This study, therefore, provided the perspective of 29 colleges, standardized measurement criteria, and consistent terms. The combined data base makes it possible to draw implications for further research and to respond to questions of mutual concern to college practitioners.

Development of an Outcomes Evaluation Model

The outcomes evaluation model---measuring student goal satisfaction, retention, and skills acquisition---may be used to evaluate outcomes of students enrolled in any community college course, program, or set of programs. The outcome measures identified are applicable to all community college curricula.

The study was, in this regard, a "first." Never before had students' intended outcomes been identified and evaluated using a generic model with a large number of colleges and students. This occurred at a time when the need for outcomes information, program evaluation, and accountability, both within colleges and for external political and funding needs, is at its greatest.

Because LARC believed that describing only one dimension of outcomes was inadequate, the model included multiple measures:

- Student goal satisfaction
- Retention
- Skills acquisition

During the 1987-88 school year, the second phase of the study will include follow-up of the original sample of students enrolled in writing courses and an additional study of reading programs with new colleges and students. This second phase will continue to refine the outcomes model itself so that it can be used for evaluating additional college programs.

The Relationship Between Studying Outcomes and Evaluating Curriculum

This report was designed to be descriptive of student outcomes and is a first step in evaluating student learning and progress. A discussion of student outcomes, however, is not complete without studying the curricula which contribute to the students' outcomes. The students in this study were enrolled in many different courses at many different colleges. The findings of the study reflect the results of a variety of teaching methods, curriculum delivery modes, curriculum content, and course and term lengths.

Consequently, a study currently in progress by LARC will describe these additional instructional variables in our community college programs by course level and will attempt to assess the relationship between the findings of this study and curriculum practices.

Presentation of the Study Results

A preliminary report of this study, published in March 1987, included a description of the students in the sample. The sample included 7500 relatively young, full-time, primarily day students who were enrolled in selected English composition courses in 29 California community colleges. Ninety percent were high school graduates; 78% were native English speakers; and 52% were enrolled in college for the first time. Most of them were taking English as a transfer prerequisite; thus, they were using the community college remedial writing programs primarily to advance in postsecondary education. Level of student skills within course levels, as measured by the New Jersey Basic Skills Competency Test scores, appears to be consistent among the participating colleges. More details regarding sample student characteristics can be found in the preliminary report.

This report, which was prepared by the LARC Research Steering Committee and a writing team of research professionals, basic skills instructional professionals, and representatives of related statewide organizations, includes three chapters of study results, one relating to each of the three outcomes criteria: student goal satisfaction, retention, and skills acquisition. The study methodology is addressed in each of these chapters.

PARTICIPANTS

PARTICIPANTS

In April 1986, a letter of invitation to participate in the study was sent to presidents and chief instructional officers of all California community colleges. Two planning meetings of interested college representatives were held during that summer. By the Fall 1986 semester, 29 colleges had volunteered to participate in pilot testing the model during that semester.

Two criteria for participation were established: 1) participating colleges assessed students for basic writing abilities prior to enrollment and placed students in courses according to their assessed skill levels, and 2) all colleges offered remedial writing instruction in at least two levels below freshman composition. There was no requirement that curriculum content and level of student abilities within levels below freshman composition be similar among participating colleges. Subsequently, though, the study did find that the range of student abilities within each level, among colleges, was similar.

Each college was asked to select approximately 250 students enrolled in remedial writing course sections. Those sections were to include all levels of remedial writing courses offered at each college. Students in the sample would be identified by level below freshman composition so that the findings of the study would be clearly differentiated.

Colleges asked for the option to include an additional number of up to 75 freshman composition students in the study, and fourteen colleges participated in this option. Six colleges offered more than two course levels below freshman composition.

The sample was limited to primarily day class sections to reduce variability in curriculum and grading practices and to ensure that administration of the tests and questionnaires was performed uniformly. (Evening students will be studied in the second year of the study.) This focus on day students will be helpful in that it is consistent with several statewide policy concerns, including those regarding recent high school graduates, high school dropouts, and full-time general education students.

For the purpose of determining whether the participating colleges were representative of all California community colleges, a comparison was made of three characteristics as shown in the following table:

Comparability of LARC Study Colleges to all Community Colleges

	All Community Colleges	29 Colleges in LARC Study
Ethnic Distribution		
% Minority (non-white)		
More than 40%	33%	38%
25-39%	33%	38%
Less than 25%	33%	24%
Enrollment Size[1]		
Enrollment		
More than 13000	33%	48%
7000-12999	33%	31%
Less than 7000	33%	21%
Urban/Rural[2]		
Large urban	-	11%
Urban	-	36%
Suburban	-	39%
Rural	-	14%

The range of college enrollment was from 1039 to 24703 (Fall 1985 semester), and the range of ethnic minority composition was from 19% to 70%. A list of participating colleges and their characteristics is provided in the appendix.

---

[1] Total credit enrollment as of Fall 1985 semester first census

[2] Self identification by colleges

The table indicates that the ethnic distribution of the sample colleges was similar to that of all California community colleges. The sample did, however, include a slightly higher percentage of colleges with large enrollments. The range of college enrollment was from 1039 to 24703.

The comparison of the sample colleges to all California community colleges indicates that it is possible to generalize the study findings and apply them to all California community colleges. However, since the study included primarily day students, who generally differ from evening students, application of the study findings should be made primarily only to day remedial writing students.

At the beginning of the Fall 1986 semester, the total number of students in the sample, by level, was as follows:

3 levels below freshman composition	- 287	(6 colleges)
2 levels below freshman composition	- 2211	(29 colleges)
1 level below freshman composition	- 4095	(29 colleges)
Sub-total	- 6593	
Freshman composition	- 915	(14 colleges)
TOTAL	- 7508	

The numbers of sample students differ from cell to cell and table to table in the report because:

1) Three colleges did not return any end-of-semester records data; so for some pre-post calculations where "matched pairs" were needed (such as some retention analyses) data for those colleges had to be removed entirely.

2) All students were not in attendance for both pre- and post-tests; in demonstrating skills gain, only "matched pairs" of test scores were used.

3) There were cases of "missing data" for some student records. "Sub-samples," then, are used when appropriate for the specific analysis.

4) Three colleges did not return Spring 1987 semester records data for students who dropped out of the course. Consequently, these colleges were not included in the retention analyses.

These difficulties with sample size make it necessary to interpret the findings with care. An explanation of sub-samples used is in the appendix.

STUDENT GOAL SATISFACTION

STUDENT GOAL SATISFACTION

Research Questions

1. Do students change their educational goals after being enrolled in remedial English writing courses?
2. What number and percent of students accomplish their objectives for enrolling in English writing courses?

Study Process

During the second week of the Fall 1986 semester and again prior to the end of the semester, students completed pre- and post-questionnaires in the classroom. At the beginning of the semester, they were asked to provide personal demographic and background information, to identify their educational goals and course objectives, and to self-assess their writing skills capability. At the end of the semester, they were again asked to identify their educational goals, to assess their own writing skills, and to state what they believed they had accomplished in the course and their future enrollment intentions relative to writing courses.

An attempt was made to obtain mail responses to the post-questionnaire from students who had dropped the course.

Sample questionnaires are in the appendices.

Study Results

Educational Goal Change

Table 1 shows the distribution of students' educational goals upon entering the remedial English writing class, and again, upon completing the class. Table 1a provides the same information by course level. While there is little change between the ultimate distributions of educational goals, there is a notably large amount of change for individual students. Specifically, 48% and 24%, respectively, wanted an "AA degree and transfer" and "transfer and no AA degree" at the beginning of the semester. At the end of the semester, these percentages changed only to 44% and 27%.

However, 67% of the students who originally indicated "AA degree and transfer" as a goal indicated at the end of the semester that they still had the same goal. Therefore, 33% of that group had changed their educational goal. For other original pre-goal categories, the amount of change was even greater: up to 77% of the students changed their educational goal during the semester. A large percentage (60%) of the students who selected "vocational certificate" as their original goal, changed their goal by the end of the semester.

These findings indicate that many students change their educational goals during the semester, particularly those students who indicated non-transfer goals. The findings may also indicate that students are unsure of their educational goals or that they did not fully understand the goal categories from which they were asked to select. However, it is doubtful that these reasons would account for the amount of change observed.

Course Goal/Accomplishments

On the questionnaire administered at the beginning of the semester students were asked to choose (from the list of options provided) their reasons for enrolling in the writing course. For the purpose of determining if students satisfied their course-related objectives, they were provided, at the end of the semester, the same list of course objectives and asked to indicate which they had accomplished by completing the course.

Table 2 shows the results of these responses. It can be seen that, for all potential response categories and for all levels of English writing, students stated that they not only accomplished but exceeded their course objectives. Graph 1 displays an example: 40% of all students originally indicated that one of their purposes for enrolling in the course was to "improve chances of success in other courses." At the end of the semester, 85% to 92% of the students, by level, indicated that they had accomplished that objective. It is likely that students increased their self confidence as a result of success achieved in completing the writing course in which they were enrolled.

Students may have increased their self confidence for educational success as well as the value they attached to writing skills as a result of completing the writing course. The differences in ratings given this objective/ accomplishment at the beginning and at the end of the semester appear to reflect that students had learned the necessity of acquiring basic skills for success in college.

While all options for course objective satisfaction were rated highly at the end of the semester, "improve writing skills," "increased chances of success in other classes," "personal interest/refresher," and "prerequisite for another class" were the most highly rated as accomplishments.

In summary, these data indicate that students were very satisfied with the benefits of completing a writing class.

Table 1
Percent Distribution of Students' Pre-Educational Goals by Post-Educational Goals

PRE-EDUCATIONAL GOAL *	POST-EDUCATIONAL GOAL*									PRE TOTAL
	VOC. CERTIF.	AA AND TRANSFER	AA VOC.	AA GEN.ED.	TRANSFER/ NO AA	PERSONAL INTEREST	RELATED TO EMP.	OTHER	UNKNOWN	
N=	96	2031	333	328	1234	134	119	91	251	4617
VOCATIONAL CERTIFICATE	40%	13%	16%	2%	5%	5%	15%	2%	3%	1%
AA AND TRANSFER	1	67	4	4	19	1	1	1	4	48
AA VOCATIONAL	7	17	48	12	5	2	3	2	4	8
AA GENERAL EDUCATION	2	25	10	41	8	5	2	3	5	7
TRANSFER/NO AA DEGREE	1	27	1	2	63	1	1	2	3	24
PERSONAL INTEREST	1	8	3	8	9	53	8	5	6	2
RELATED TO EMPLOYMENT	3	11	7	11	8	13	34	4	10	3
OTHER	5	21	9	3	19	7	3	23	10	2
UNKNOWN	2	26	3	9	17	7	4	5	27	7
POST TOTAL	2	44	7	7	27	3	3	2	5	

*"matched pairs": for students for whom both a pre- and post-course goal was available.

Percent of Students
with same educational
objective at beginning
and end of semester.

Table 1a
Percent Distribution of Students' Pre-Educational Goals By Post-Educational Goals by Level

FRESHMAN COMPOSITION

PRE-EDUCATIONAL GOAL	POST-EDUCATIONAL GOAL VOC. CERTIF.	AA AND TRANSFER	AA VOC.	AA GEN. ED.	TRANSFER/ NO AA	PERSONAL INTEREST	RELATED TO EMP.	OTHER	UNKNOWN	PRE TOTAL
N=	5	270	29	34	182	7	3	9	12	551
VOCATIONAL CERTIFICATE	0	75	0	0	25	0	0	0	0	1
AA AND TRANSFER	0	70	5	5	18	0	0	0	2	56
AA VOCATIONAL	15	12	50	15	4	0	0	0	4	5
AA GENERAL EDUCATION	0	21	7	50	7	7	0	7	0	3
TRANSFER/NO AA DEGREE	0	23	0	1	73	1	0	1	1	29
PERSONAL INTEREST	0	0	0	20	20	40	20	0	0	1
RELATED TO EMPLOYMENT	0	33	0	33	0	0	17	17	0	1
OTHER	14	14	14	14	0	0	0	43	0	1
UNKNOWN	0	22	0	11	28	17	0	11	11	3
POST TOTAL	1	49	5	6	33	1	1	2	2	

1 LEVEL BELOW

PRE-EDUCATIONAL GOAL	POST-EDUCATIONAL GOAL VOC. CERTIF.	AA AND TRANSFER	AA VOC.	AA GEN. ED.	TRANSFER/ NO AA	PERSONAL INTEREST	RELATED TO EMP.	OTHER	UNKNOWN	PRE TOTAL
N=	42	1158	193	168	712	61	59	49	131	2573
VOCATIONAL CERTIFICATE	38	9	19	3	6	3	19	0	3	1
AA AND TRANSFER	0	68	4	3	19	1	1	1	4	47
AA VOCATIONAL	5	18	49	11	5	2	3	3	3	8
AA GENERAL EDUCATION	4	25	10	39	9	6	1	3	4	6
TRANSFER/NO AA DEGREE	1	28	2	2	61	1	1	2	3	26
PERSONAL INTEREST	0	8	0	5	13	58	5	3	8	2
RELATED TO EMPLOYMENT	2	16	7	13	13	7	36	2	4	2
OTHER	2	27	9	2	26	4	2	22	7	2
UNKNOWN	1	27	3	10	19	5	6	2	27	7
POST TOTAL	2	45	7	7	28	2	2	2	5	

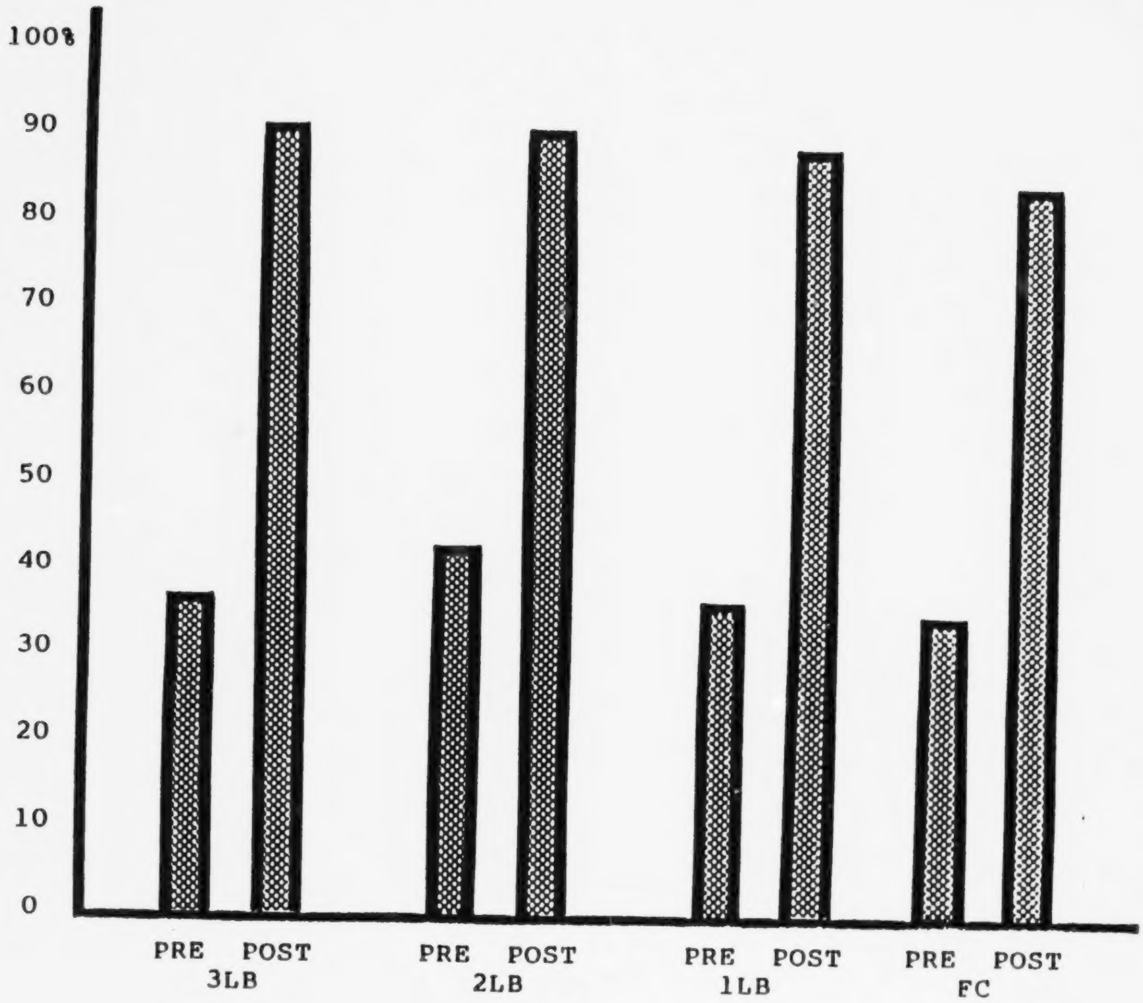
Table 1a
Percent Distribution of Students' Pre-Educational Goals By Post-Educational Goals by Level

2 LEVELS BELOW

PRE-EDUCATIONAL GOAL	POST-EDUCATIONAL GOAL									PRE TOTAL
	VOC. CERTIF.	AA AND TRANSFER	AA VOC.	AA GEN.ED.	TRANSFER/ NO AA	PERSONAL INTEREST	RELATED TO EMP.	OTHER	UNKNOWN	
N=	41	525	95	107	279	56	51	29	87	1270
VOCATIONAL CERTIFICATE	50	5	20	0	0	5	10	5	5	2
AA AND TRANSFER	2	64	3	5	19	1	2	1	4	46
AA VOCATIONAL	9	18	44	14	5	1	4	1	7	8
AA GENERAL EDUCATION	1	24	12	41	6	5	3	3	5	9
TRANSFER/NO AA DEGREE	1	30	1	2	59	2	1	1	4	18
PERSONAL INTEREST	3	7	3	7	3	55	11	3	7	2
RELATED TO EMPLOYMENT	5	6	6	9	6	15	36	5	12	5
OTHER	8	8	8	4	13	13	8	17	21	2
UNKNOWN	2	28	5	8	13	10	2	9	24	9
POST TOTAL	3	41	8	8	22	5	4	2	7	

3 LEVELS BELOW

PRE-EDUCATIONAL GOAL	POST-EDUCATIONAL GOAL									PRE TOTAL
	VOC. CERTIF.	AA AND TRANSFER	AA VOC.	AA GEN.ED.	TRANSFER/ NO AA	PERSONAL INTEREST	RELATED TO EMP.	OTHER	UNKNOWN	
N=	8	78	16	19	61	10	6	4	21	223
VOCATIONAL CERTIFICATE	50	17	0	0	0	17	17	0	0	3
AA AND TRANSFER	2	56	3	5	27	2	1	1	3	46
AA VOCATIONAL	7	7	67	13	0	7	0	0	0	7
AA GENERAL EDUCATION	0	35	0	47	0	0	0	0	18	8
TRANSFER/NO AA DEGREE	2	21	0	2	72	2	0	0	0	19
PERSONAL INTEREST	0	17	17	17	0	17	0	33	0	3
RELATED TO EMPLOYMENT	0	8	17	0	0	25	25	0	25	5
OTHER	0	0	0	0	0	50	0	50	0	1
UNKNOWN	5	5	0	11	11	0	5	0	63	9
POST TOTAL	4	35	7	9	27	5	3	2	9	



Graph 1

Pre-Course Objective and Post-Accomplishment:
"Increased chances of success in other classes"

FC = Freshman Composition
1LB = One level below Freshman Composition
2LB = Two levels below Freshman Composition
3LB = Three levels below Freshman Composition

Table 2
Percent Distribution of Students' Pre-Course Objectives and Post-Accomplishments By Level

COURSE GOAL	PERCENT PRE-OBJECTIVE DISTRIBUTION	PERCENT WHO COMPLETED COURSE OBJECTIVE				
		TOTAL SAMPLE	FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
Prerequisite for other class	52%	78%*	66%	80%	77%	74%
Required for degree	55	46	88	39	38	40
Increased chances of success in other classes	40	89	85	89	91	92
Improve writing skills	60	92	89	92	91	93
Job requirement/need	8	25	21	22	31	41
Personal interest/refresher	19	92	89	92	92	94
Other	2	31	26	33	33	25

*EXAMPLE: 78% of the total sample actually accomplished this objective, whereas 52% originally said this was their goal.

RETENTION

RETENTION

Research Questions

1. What number and percent of students:
   - successfully complete (A, B, C, or CR grade) remedial writing courses?
   - re-enroll in college the following semester?
   - re-enroll in English writing courses the following semester?
2. Do students enrolled in remedial writing courses progress by enrolling in greater numbers in college level courses in subsequent semesters?

Study Process

On each questionnaire college staff recorded: 1) the number of remedial and nonremedial units in which each student was enrolled during and subsequent to the Fall 1986 semester, 2) the grade received in the writing course, and 3) enrollment in a subsequent Spring 1987 semester writing course.

This information, along with all data collected for the study, was submitted to the research staff of Rancho Santiago College for analysis.

Study Results

Course Completion and Retention

Sixty-seven percent of the sampled students (who were enrolled in the second week of the Fall 1986 semester and for whom Spring 1987 semester data were submitted) completed the course with a satisfactory (A, B, C, CR) grade. (See Table 3.) This varied little among the levels. The noncompletion rate for remedial students was only 13% to 14%. Freshman composition students demonstrated the highest noncompletion (W, I grade) rate, 22%.

There was a range between 58% and 70% for successful completion rates among ethnic groups: Blacks, 58%; Hispanics, 63%; Asians, 69%; and Whites, 70%. (See Table 4.) These data suggest that ethnicity appears to be related to retention in courses.

Successful course completion rates for the individual colleges ranged from 43% to 83%.

Enrollment in College the Following Semester

Table 5 shows that 82% of the students who were enrolled in the Fall 1986 semester, (and for whom Spring 1987 data was provided) re-enrolled in the Spring 1987 semester. Evaluation of this finding would require determining at what point each student was in his/her educational career. The preliminary report showed that the educational goal of most of the students was to receive an A.A./A.S. degree and/or transfer to a four-year college. It can be surmised that students enrolled in courses below freshman composition were not yet ready to transfer to a four-year college and, therefore, would be re-enrolling the next semester. Substantial persistence rates, then, should be expected and would indicate student success for this outcome measure. These persistence-in-college rates of 77% to 83% indicate that students are indeed persisting at appropriately high rates.

There is some concern that students coming into college at remedial levels are entering a "revolving door": coming in, failing, and leaving. The evidence here is to the contrary: 67% are succeeding in their remedial courses and 82% are persisting to the next semester.

Ninety percent of those who were successful in the writing course re-enrolled the next semester. This rate for successful course completers demonstrates strong evidence of persistence in college.

There was little difference of persistence-in-college rates among ethnic groups. There were, however, wide differences among those rates for the participating colleges, from 67% to 100%. Further study of the causes of the difference in college persistence rates is needed.

During 1987-88, 21 of the 29 colleges will participate in a follow-up study of these students to further evaluate college persistence.

Enrollment in English Courses the Following Semester

At the end of the Fall 1986 semester, students were asked if they intended to re-enroll in a writing course the next semester. Of those who intended to do so, 68% did re-enroll. (See Table 6.) (The level of English in which they re-enrolled is not known, however.) The lower the level of English was, the higher the rate. These data indicate that students at lower levels appear to know that writing skills are critical to their progress in college.

As can be expected, re-enrollment rates in subsequent English courses were lower for the total sample, which included students who did not express an intention to re-enroll.

Progression Into College Level Coursework

For the purpose of determining if remedial students were enrolling in a larger proportion of nonremedial courses in the Spring 1987 semester, information regarding the total number of remedial and nonremedial units in which each student enrolled during the fall and spring semesters was obtained. Table 7 shows the results of this analysis. Indeed, while 25% of the units (on the average) in which students were enrolled in the Fall 1986 semester were remedial, this percentage decreased to 10% by the next semester. This decrease in number of remedial units indicates student progress into the college-level curriculum

The amount of decrease in the proportion of remedial to nonremedial units from the Fall 1986 semester to the Spring 1987 semester is greater for Blacks and Hispanics and for the students who were enrolled in a writing class two levels below freshman composition.

This finding also varied among participating colleges (see college tables), demonstrating once again that our colleges' student populations vary greatly in abilities and enrollment patterns.

Table 7 also shows that students in the total sample who persist to the next semester were enrolled in an average of 10 units. It was pointed out in the preliminary report that the students in the Fall 1986 sample were primarily full-time, day, young students. This further demonstrates that the average credit course load for students enrolled in remedial programs is greater than that for all community college students.

Table 3
Percent Distribution of Course Success
By Level

	COURSE LEVEL				
SUCCESS IN COURSE	FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW	TOTAL
	n=617	n=2768	n=1550	n=330	n=5265
Successful(A,B,C,Cr)	69%	65%	69%	69%	67%
Non-Successful(D,F,NCr)	10	21	18	17	18
Non-Completer(W,I)	22	14	13	14	15

Note: These data are available in the appendix for each college.

Table 4

Percent Distribution of Course Success By Ethnicity

Success in Course	American Indian	Black	Asian	Pacific Islander	Alaskan Native	Hispanic	Philip. American	Other Non-Caucasian	White	TOTAL
	n=60	n=459	n=494	n=52	n=2	n=923	n=172	n=67	n=2925	n=5154
Successful (A,B,C,Cr)	60%	58%	69%	62%	100%	63%	65%	62%	70%	67%
Non-Successful (D,F,NCr)	23	23	19	12	0	24	18	27	15	18
Non-Completer (W,I)	17	19	13	27	0	13	17	10	15	15

Note: These data are available in the appendix for each college

Table 5
Percent Distribution of Persistence to Next Semester By Level, Ethnicity, and Course Success

	Number in Sample * Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	591	85%
1 Level Below	2700	83
2 Levels Below	1530	77
3 Levels Below	325	82
Ethnicity		
American Indian	60	78%
Black	442	78
Asian	490	88
Pacific Islander	50	74
Alaskan Native	2	100
Hispanic	914	80
Philippine Amer.	168	83
White	2846	82
Success in Course		
Successful (A,B,C,Cr)	3474	90%
Non-Successful (D,F,NCr)	945	72
Non-Completer (W,I)	727	55
TOTAL	5146	82

Note: These data are available in the appendix for each college

*For whom Spring 1987 semester data was provided (see explanation in Appendix)

Table 6

Percent Distribution of Students Enrolling in Subsequent English Course By Level and Ethnicity

	# Who Intended to Enroll in English *	% Who Enrolled in English Spring 1987	Number in Total Sample Fall 1986*	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	183	55%	451	30%
1 Level Below	1653	68%	2121	58%
2 Levels Below	860	69%	1071	61%
3 Levels Below	174	71%	214	64%
Ethnicity				
American Indian	29	62%	43	51%
Black	232	62%	304	51%
Asian	295	71%	389	60%
Pacific Islander	29	59%	32	53%
Alaskan Native	1	100%	1	100%
Hispanic	558	64%	698	56%
Philippine Amer.	99	70%	127	59%
White	1533	69%	2139	55%
TOTAL	2870	68%	3857	56%

Note: These data are available in the appendix for each college

*For whom Spring semester, 1987 data was provided (see appendix)

Table 7

Mean Number of Remedial and Non-Remedial Units Enrolled In
By Level and Ethnicity

	Fall 1986			Spring 1987*		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	12	0%	0	10	0%
1 Level Below	2	10	17%	1	10	9%
2 Levels Below	5	7	42%	1	8	11%
3 Levels Below	4	7	36%	2	7	22%
Ethnicity						
American Indian	3	9	25%	1	9	10%
Black	4	9	31%	1	8	11%
Asian	3	8	27%	1	10	9%
Pacific Islander	3	10	23%	1	9	10%
Alaskan Native	5	9	36%	0	11	0%
Hispanic	4	9	31%	1	8	11%
Philippine Amer.	3	9	25%	1	9	10%
White	3	10	23%	1	9	10%
TOTAL	3	9	25%	1	9	10%

Note: The data are available in the appendix for each college

*For whom Spring semester 1987 data was provided

SKILLS ACQUISITION

SKILLS ACQUISITION

Research Questions

1. Do students acquire skills which qualify them for freshman composition?
2. Are students who complete one level of writing prepared for the next level/course in the sequence of writing courses?

Study Process

The New Jersey Basic Skills Competency Tests (NJBSCT) developed by the Educational Testing Service (ETS) for the College Board were selected to measure pre- and post-skills levels and gains. This battery of tests was selected because it includes a holistically scored writing sample ("essay test") which was the measurement method requested by English writing faculty teaching English writing. The NJBSCT have demonstrated and documented reliability and validity, have been normed on community college students, and have produced a large data base of test results.

The battery includes, in addition to the essay test, a reading comprehension test, a "sentence sense" or sentence construction and grammar test, and a math test, (which was not used for this study.)

During the second week of the semester, all participating colleges pre-tested students in their sample using the essay and sentence sense components. All colleges post-tested students with the essay.

The Chancellor of the California Community Colleges obtained a special augmentation of funds for colleges who opted to pre- and post-test with the full NJBSCT battery. Colleges optionally used the other test components for pre- and post-testing as follows:

Number of colleges using pre/post essay and pre-sentence sense only	9
Number of colleges using pre/post essay, sentence sense, and reading comprehension (Chancellor's augmentation)	18
Number of colleges using another allowable combination	2
Number of colleges who chose to test freshman composition students also	8

ETS provided students with individual score reports of all test results. Colleges were given summary reports by course and by college.

Brief descriptions of the tests are included in the appendices.

Pre-tests were administered to students during the second week of the semester, and post-tests were administered within two weeks prior to final examinations. In some cases, this could mean that the length of instruction between tests was twelve weeks, about 36 hours of instruction. The amount of skills gain, then, was attained in an average of only 36 hours of instruction.

English writing instructors expressed concern that test instruments do not adequately measure and represent the broad range of learning and skills acquisition taking place in the classroom. For this reason, the LARC model employs multiple criteria and measures of student outcomes and also places a limited focus upon testing results.

Study Results

Skills Growth

Tables 8 through 11 show mean pre- and post-test scores and also the difference between the two (gain) for the essay, sentence sense, and reading comprehension tests of the NJBSCT. (The composition composite score reflects a combination score for the essay and sentence sense.) All scores are shown by level, by ethnicity, and by course success/non-success.

In the essay and sentence sense tests, the mean gain for the total sample reflected positive skills growth for every level of English. The college tables in the appendix show large variances in skills gain among colleges, however.

Essay

The greatest amount of skills growth was shown in the essay test results as compared to the other testing components. This was the pre- and post-test believed at the onset to be most relevant for measuring skills growth in writing.

A score of 7 or more on the essay test is used in New Jersey to place students in college level English. Graph 2 shows that the average post-test score of students completing the course one level below freshman composition was 7.33, indicating that those students have become prepared for college level English according to the New Jersey standard. Students enrolled in courses two levels below freshman composition demonstrated the largest average amount of gain (.40 on a 12 point scale) toward college level preparedness.

Graph 3 indicates that, generally, the lower the level of English, the larger the amount of average skills gain. However, students at all levels are moving towards college preparedness.

Predictably, for all English levels, the pre-/post-gain is higher for the students who are successful in the course than for the students who are not successful.

There were no statistically significant (using analysis of variance procedure, not shown) differences in skills growth rates among ethnic groups. It is interesting to note, however, that while average pre- and post-scores of Hispanics and Blacks were lower than those for Whites, their average amount of skill gain is greater than that for Whites for the level once removed from freshman composition.

Table 12 shows the distribution of average raw score gain on the essay test for colleges by level. Some colleges demonstrated no gain or decline; other colleges demonstrated very large gain. The distribution is relatively "flat." A study of curricula and student variables may provide insight into the cause of the differences.

Sentence Sense and Composition Composite[1] Score

All course-successful students demonstrated positive skills gain. The third level below freshman composition experienced the greatest gain. Successful students had higher pre- and post-score averages than nonsuccessful students.

Reading Comprehension

Reading comprehension was one of the skills measured in the study. However, students demonstrated a negligible amount of skills growth in reading comprehension. This was to be expected because the students were enrolled in writing courses where reading skills are not necessarily emphasized.

Student Preparedness for the Next Level

The interest in pre- and post-test score averages by level stems partly from the research question related to student preparedness for the next course in the sequence (the subsequent level). For the essay test all students showed growth, with the exception of Black students three levels below freshman composition and Asian students one level below. But, on the average, students did not demonstrate exit scores equivalent to the average entry scores for the next level. Table 13, however, shows that from 41% to 50% (by level) of the students did exit courses with test scores appropriate for entry into the next level.

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[1] The composition composite score is a weighted combination of the essay and sentence sense scores.

Table 13 shows that 50% of the post-scores of students in courses one level below freshman composition were 8 or above (a score of 7 or higher is used in most colleges in New Jersey to place students in freshman composition), and the average pre-test essay score of freshman composition students was 8. This shows, again, that a majority of these students were probably prepared for freshman composition. It is also indicative of the different norms for different states; 8.09 is the average pre-test essay score for students enrolling in college level English for this study.

Changes in Self-Rating of Writing Ability

Students were asked on the pre- and post-questionnaires to rate their writing ability as "write poorly," "can't write well," "write OK," "write well," or "write very well." The purpose of this item was to assess their self-perceived skills growth and self confidence in terms of their writing ability.

(The preliminary report showed that self-ratings of writing ability were not consistent with assessment results.)

Table 14 shows the changes for the total group. Of the students who initially believed that they "write poorly," only 21% believed at the end of the semester that they still "write poorly." Students who initially rated their ability lowest perceived the most growth, and the majority of students initially rating themselves poorly indicated a higher post-self-rating.

On the other hand, students who initially rated themselves in the highest category, "write very well," seemed to often "slip" a category in their post-self-rating. This indicates, perhaps, that students gained the ability to assess more accurately their abilities and educational needs.

Use of Tutorial Services

Students were asked on the post-questionnaire if they used college tutorial services for writing assistance during the semester. Students in lower levels more often used tutorial assistance. Twenty-eight percent of the students two levels below freshman composition responded that they did, and 24% of those three levels below responded "yes." A further analysis of Table 15 shows little difference in course success rates of those who used tutorial services versus those who did not.

Table 8
ESSAY
Average Pre-/Post-Test Scores and Average Gain for Successful aand Non-Successful Students by Level and Ethnicity

		Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
		n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
Black	S	5	8.40	8.60	.20	98	6.78	6.83	.51	65	5.60	5.95	.35	18	5.67	6.00	.33
	N	1	8.00	5.00	-3.00	38	6.45	6.53	.08	11	4.64	4.36	-.27	4	4.75	5.00	.25
Asian	S	16	6.13	6.94	.81	130	6.07	6.25	.18	112	4.99	5.51	.52	31	4.16	4.79	.55
	N	1	8.00	6.00	-2.00	29	4.31	5.31	1.00	19	4.00	4.05	.05	3	3.00	2.00	-1.00
Hispanic	S	20	7.95	7.50	-.45	256	6.88	7.41	.54	173	5.86	6.11	.25	24	4.71	5.29	.58
	N	2	8.00	7.50	-.50	60	6.03	6.33	.30	34	4.74	4.97	.24	1	2.00	6.00	4.00
P. A.	S	6	7.83	8.33	.50	55	7.44	7.58	.15	38	5.92	6.92	1.00	4	7.00	6.00	-1.00
	N	1	10.00	9.00	-1.00	11	6.82	6.91	.09	5	5.80	6.40	0.60				
White	S	145	8.38	8.57	.19	992	7.32	7.54	.41	348	6.28	6.77	.49	39	5.90	6.15	.26
	N	15	7.33	8.13	.80	157	6.15	6.75	.14	32	5.81	6.09	.28	8	2.51	4.88	.38
*TOTAL	S	197	8.13	8.34	.21	1575	7.11	7.49	.39	766	5.91	6.36	.45	117	5.18	5.56	.39
	N	20	7.60	7.85	.25	309	6.24	6.50	.26	101	4.98	5.18	.18	17	4.00	4.41	.41
Total of All Students		227	8.09	8.32	.23	2107	6.98	7.33	.34	922	5.80	6.21	.40	136	5.00	5.38	.38

S=Successful students (received A, B, C, or CR in course)
N=Non-successful students (all others)

Data for students for whom pre- and post-test scores are available are included in this table.

*These data are provided in the appendix for each college

Table 9
SENTENCE SENSE
Average Pre-/Post-Test Scores and Average Gain for Successful and Non-Successful Students by Level and Ethnicity

		Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
		n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
Black	S	5	173.60	172.40	-1.20	76	160.70	162.04	1.34	57	150.53	153.72	3.19	19	148.00	150.00	2.00
	N	1	164.00	166.00	2.00	35	154.89	156.80	1.91	10	145.90	147.00	1.10	3	149.00	146.00	-3.00
Asian	S	14	158.86	161.43	2.57	113	156.09	159.68	3.47	93	148.73	152.94	4.20	25	147.32	151.40	4.08
	N	2	146.50	149.00	2.50	27	149.48	150.96	1.48	12	142.25	144.67	2.42	3	141.67	136.67	-5.00
Hispanic	S	19	161.47	167.42	5.95	237	159.33	162.40	3.08	163	151.57	154.85	3.28	24	151.54	152.13	.58
	N	2	150.50	156.00	5.50	59	151.14	154.51	3.37	26	147.31	151.62	4.31	1	135.00	138.00	3.00
P. A.	S	6	166.33	168.17	1.83	51	160.41	161.94	1.53	38	153.24	156.53	3.29	4	151.25	152.75	1.50
	N	1			-5.00	10	156.90	158.60	1.70	5	147.00	150.40	2.60				
White	S	138	170.40	172.09	1.69	808	164.22	166.42	2.23	310	156.94	159.66	2.72	42	150.14	150.05	-.10
	N	12	164.75	166.92	2.17	139	158.91	161.22	2.31	26	150.50	151.50	1.00	7	142.57	141.71	-.86
* TOTAL	S	187	168.50	170.64	2.14	1320	162.18	164.59	2.41	687	153.61	156.78	3.17	116	149.52	150.88	1.36
	N	18	161.72	163.89	2.17	280	155.53	157.89	2.32	80	147.30	149.79	2.49	14	143.21	141.29	-1.93
Total of All Students		217	167.75	170.09	2.34	1767	161.06	163.34	2.28	823	152.97	155.88	2.91	133	148.57	149.60	1.03

S=Successful students (received A, B, C, or CR in course)
N=Non-successful students (all others)

Data for students for whom pre- and post-test scores are available are included in this table.

*These data are provided in the appendix for each college

Table 10
COMPOSITION COMPOSITE (essay and sentence sense)
Average Pre-/Post-Test Scores and Average Gain for Successful and Non-Successful Students by Level and Ethnicity

		Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
		n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
Black	S	5	174.20	179.60	5.40	72	162.25	168.49	6.24	49	152.61	159.88	7.27	17	151.18	158.47	7.29
	N	1	168.00	164.00	-4.00	32	158.03	164.69	6.66	8	147.88	151.13	3.25	3	148.33	152.33	4.00
Asian	S	13	156.77	165.92	9.15	108	157.25	164.30	7.05	85	149.82	158.04	8.22	25	146.76	154.92	8.16
	N	1	164.00	162.00	-2.00	25	147.88	156.08	8.20	11	140.64	146.63	6.00	3	139.00	137.33	-1.67
Hispanic	S	19	165.37	171.53	6.16	223	161.28	169.69	8.41	145	154.01	161.77	7.76	22	150.27	156.77	6.50
	N	1	166.00	167.00	1.00	54	154.13	161.56	7.43	21	148.91	156.05	7.14	1	135.00	151.00	16.00
P. A.	S	6	168.17	174.17	6.00	47	163.64	170.13	6.49	33	154.12	164.30	10.18	4	156.75	159.75	3.00
	N	1	180.00	180.00		10	159.60	165.40	5.80	5	148.60	156.80	8.20				
White	S	132	172.26	177.52	5.26	741	165.64	173.23	7.59	283	158.15	165.76	7.61	37	153.49	160.24	6.76
	N	12	164.67	174.50	9.83	133	160.78	166.87	6.09	22	150.77	157.68	6.91	6	142.83	147.83	5.00
* TOTAL	S	180	170.25	175.94	5.69	1221	163.74	171.31	7.58	620	155.23	163.07	7.84	106	150.88	157.93	7.05
	N	16	165.88	172.94	7.06	264	157.55	164.22	6.67	67	148.02	154.51	6.49	13	142.62	146.69	4.08
Total of All Students		196	169.98	175.78	5.80	1485	162.71	170.01	7.31	687	154.59	162.12	7.53	119	149.74	156.43	6.69

S=Successful students (received A, B, C, or CR in course)
N=Non-Successful students (all others)

Data for students for whom pre- and post-test scores are available are included in this table.

*These data are provided in the appendix for each college

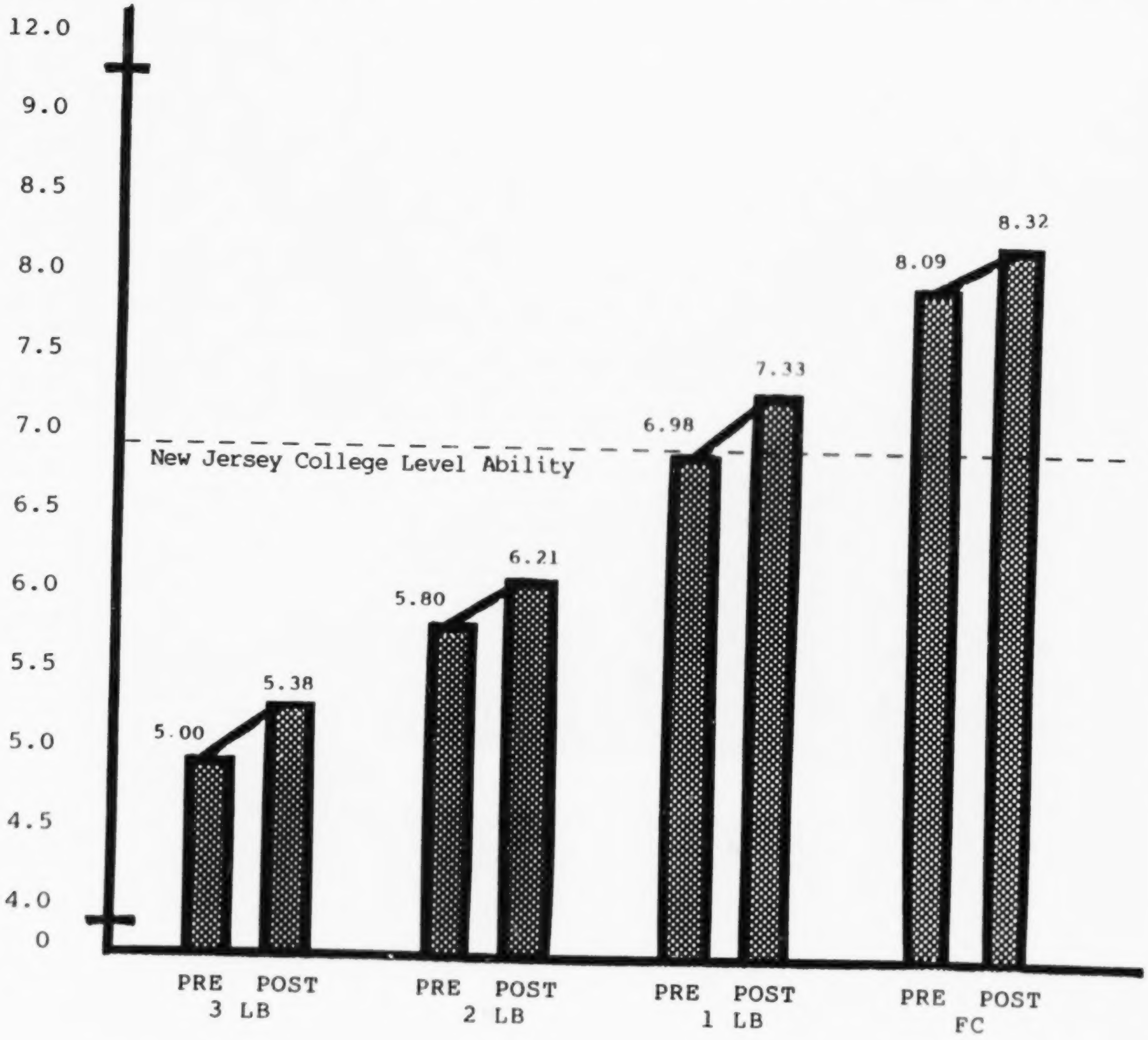
Table 11
READING COMPREHENSION
Average Pre-/Post-Test Scores and Average Gain for Successful and Non-Successful Students by Level and Ethnicity

		Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
		n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
Black	S	2	169.50	164.50	-5.00	62	154.40	156.34	1.94	47	144.53	145.43	.89	17	140.82	142.71	1.88
	N					26	144.42	144.81	0.38	10	145.10	141.00	-4.10	2	135.00	135.00	
Asian	S	1	173.00	135.00	-38.00	89	153.82	154.18	0.36	69	144.70	145.64	.94	24	143.33	143.67	.33
	N					20	144.70	142.75	-1.95	6	141.33	137.00	-4.33	3	135.00	135.00	
Hispanic	S	11	161.09	160.91	-0.18	192	154.72	156.12	1.39	121	147.74	150.61	2.87	22	149.68	148.68	-1.00
	N	1	135.00	161.00	26.00	43	147.09	146.21	-0.88	30	140.37	143.07	2.70	1	145.00	135.00	-10.00
P. A.	S	1	135.00	147.00	12.00	44	152.41	164.55	12.14	32	149.53	149.25	-.28	4	144.75	146.25	-1.50
	N					5	152.40	149.00	-3.40	4	140.00	137.00	4.50				
White	S	62	168.50	168.10	-0.40	637	161.21	162.21	1.00	241	153.59	154.65	1.07	32	146.13	149.72	3.59
	N	4	160.75	160.75	0.00	75	152.00	155.40	3.36	21	149.48	145.14	-4.33	7	138.43	141.00	2.57
* TOTAL	S	82	166.98	166.23	-0.74	1055	158.51	159.99	1.47	531	149.75	142.96	1.38	101	145.29	146.53	1.24
	N	5	155.60	160.80	5.20	175	148.71	149.76	1.05	71	143.79	160.80	-.83	14	137.93	138.00	.07
Total of All Students		87	166.57	166.26	-0.30	1230	157.25	158.53	1.28	602	148.90	149.88	.98	115	144.31	145.40	1.09

S=Successful students (received A, B, C, or CR in course)
N=Non-successful students (all others)

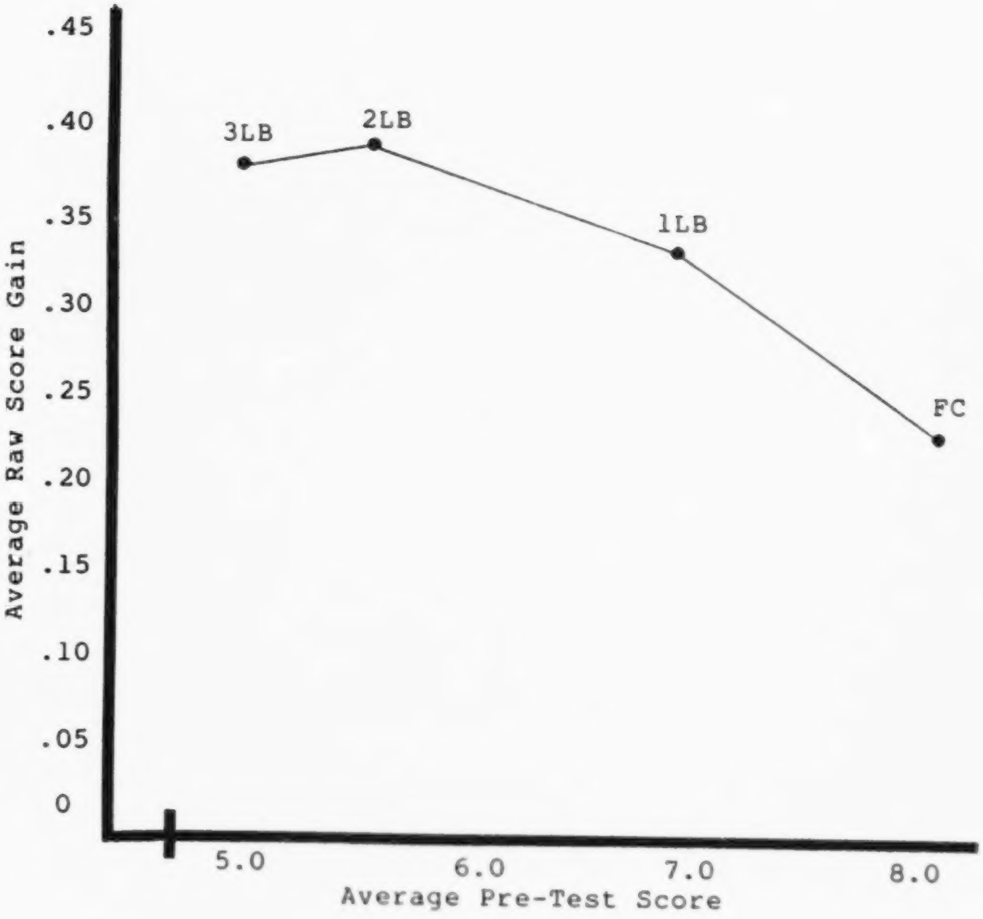
Data for students for whom pre- and post-test scores are available are included in this table.

*These data are provided in the appendix for each college



Graph 2
Average Pre-Test and Post-Test Essay Scores
by level
for all colleges

FC = Freshman Composition
1 LB = One level below Freshman Composition
2 LB = Two levels below Freshman Composition
3 LB = Three levels below Freshman Composition



Graph 3
Average Raw Score Gain by Average Pre-Test Score
by level
for all colleges

FC = Freshman Composition
1LB = One level below Freshman Composition
2LB = Two levels below Freshman Composition
3LB = Three levels below Freshman Composition

Table 12

Percent Distribution of Average Raw Score Essay Gain by Level

For All Colleges

Raw Score Gain	Level			
	Freshman Composition	1 Level Below	2 Levels Below	3 Levels Below
n=	7	26	22	6
< .01	14%	15%	18%	50%
.01 - .25	57	19	9	17
.26 - .50	29	23	36	
.51 - .75		31	18*	33
.76 - 1.00		8	14	
> 1.00		4	5	
Average	.23	.34	.40	.38

*EXAMPLE: 18% of all colleges who offer writing courses two levels below freshman composition demonstrated an average essay gain in raw scores between the pre- and post-test of .51 to .75 for those students enrolled two levels below.

Table 13

Percent of Completing Students Prepared for Next English Writing Course Level, According to Essay Pre- and Post-Scores by Level

Course Level	Pre-Essay Mean	% of Students Having Post-Essay Score ≥ to Pre-Essay Mean of Next Course Level
Freshman Composition	8	-
1 Level Below	7	50%
2 Levels Below	6	41%
3 Levels Below	-	48%

Table 14

Post-Rating of Writing Ability by Pre-Rating of Writing Ability

Pre-Rating	Post-Rating					PRE TOTAL
	Write Poorly	Can't Write Well	Write OK	Write Well	Write Very Well	
N=	110	350	2634	1386	113	4593
Write Poorly	21%	27%	47%*	6%	0	6%
Can't Write Well	5	26	61	8	1%	12
Write Okay	1	4	69	25	1	60
Write Well	0	1	25	67	6	20
Write Very Well	0	0	8	54	37	2
POST TOTAL	2	8	57	30	3	

*EXAMPLE: 47% of the students who stated at the beginning of the semester that they "write poorly" stated at the end of the semester that they "write okay".

Table 15
Success in Courses By Use of Tutorial Services By Level

Use of Tutorial Services	n	Successful (A,B,C,Cr)	Non-Successful (D,F,NCr)	Non-Completer (W,I)	Total
Freshman Comp.					
Yes	42	86%	12%	2%	8%
No	489	87	8	5	90
Not Available	11	82	18	0	2
1 Level Below					
Yes	441	75%	21%	4%	17%
No	2095	78	17	5	81
Not Available	38	53	42	5	2
2 Levels Below					
Yes	359	84%	15%	1%	28%
No	893	81	16	3	70
Not Available	17	77	18	6	1
3 Levels Below					
Yes	54	78%	15%	7%	24%
No	160	83	14	3	72
Not Available	9	56	44	0	4

APPENDICES

College Tables

CONCLUSIONS AND IMPLICATIONS

This study has been successful in developing a student outcomes evaluation model for use in community colleges, and this model has been successfully used to describe student outcomes of remedial English writing students. In addition, we now have a large base of information about 7500 remedial students who were enrolled in writing courses at 29 colleges. This data base can, and will, be used for comparisons and follow-up and to address additional issues.

Remediation is an important issue in California postsecondary education. As a result of large numbers of underprepared students entering postsecondary education, policy questions ranging from finance to open access and instructional methodologies have been posed. Three key questions surround these policy discussions. Does remedial education matter in colleges? Can community colleges successfully remediate large numbers of underprepared students? Does the result justify the cost?

Central to these policy questions is the theme of this study: What are student outcomes in remedial instruction? The LARC Student Outcomes Evaluation Model has been used to link these critical questions.

Each of the outcomes criteria used---student goal satisfaction, retention, and skills acquisition---addresses a variety of policy considerations. These include:

. Student Goal Satisfaction. New matriculation policies reflect the relationship between student success and student goals.

- Retention. An important policy issue in retention is reflected in the question, "Is the college experiencing a revolving door for remedial students?" Policy makers also want to know, "Do students progress beyond remedial courses?"

- Skills Acquisition. In the area of skills acquisition there has been much debate on the issue of academic floor. The question, "Is there a level beneath which there is minimal skills growth?" has many implications.

The following highlights from this study's findings provide us with information with which to address these issues. It is information that, for the most part, has never been documented before. And it is information that speaks well for the community colleges' remedial English writing programs:

Student Goal Satisfaction

- We know what the students' educational and course goals are.
- We know that students complete their course objectives at very high rates.
- We know that many students change their long-term educational goals.

Retention

- Students successfully complete remedial English writing courses at very high rates.

- Students re-enroll in college and English courses the following semester at very high rates. 90 percent of the students who are successful in their course persist to another semester.
- Many remedial students go on and move out of remediation into college level courses, taking a greater proportion of nonremedial courses during the second semester.
- Many of these remedial students remain full-time students.

Skills Acquisition

- Skills gains were made in composition at all levels of English writing, even within a limited time frame of instruction.
- The lower the course level, the greater the gain.
- Certain minority groups scored lower initially but gained more than the total group.
- Students who complete writing courses move towards college level preparedness in skills, and students enrolled in the level below freshman composition do, on the average, exit the course with appropriate freshman composition entry scores.
- Students increase their self confidence in writing, their confidence in their ability to be successful in college courses, and the value they place on basic skills knowledge.

Some Implications of the Results

- Because students' goals change, colleges preparing for matriculation need to have a well developed procedure to register and track student goals.
- Ethnicity appears to relate to success in college; research is needed to identify variables that contribute to and facilitate success.
- There is a range of effects in the 29 colleges, demonstrating a need to study the practices which contribute the most to success. Skills assessment methods must be appropriate for each curriculum.
- Students at remedial levels justify the educational investment made for them: they persist at high rates and acquire large gains in skills.
- Fostering success in remedial courses is of utmost importance, since 90% of course-successful students persisted to the next semester.
- Self-assessment of writing abilities does not appear to be a reliable placement instrument for many students. (See preliminary report.)
- Definitions of course levels and placement processes across colleges are more congruent than we anticipated. (See preliminary report.)
- To be accountable and to fully describe community college outcomes, we must use multiple outcomes measures.

- The benchmark to demonstrate skills growth should be progress towards college level course preparedness.

Value of Study Beyond Research Questions

As the results were both quantitative and qualitative, so too were there quantitative and qualitative gains for participants and colleges.

- There is demonstrated interest across colleges in finding out more about student outcomes. There is significant voluntary commitment and follow-through on the part of the colleges without state regulatory motivation.
- As this study was a partnership of several associations, groups, and agencies, it is apparent we can work together. This partnership also elicited an improved cooperation between state and local systems, thus validating the worth of cooperative partnerships in problem solving at the state and local levels.

The project staff look forward to a second successful year, including follow-up on Year One students to obtain more outcomes information and implementation of the model in the reading program area.

CONCLUSIONS AND IMPLICATIONS

The college tables provide the same information for each college, for the most part, that was provided for the total colleges sample in the body of this report. In this way, colleges may compare their findings with the total sample and with similar colleges. Colleges are identified by identification numbers. They are also identified in categories by enrollment size, percent ethnic minority enrollment, and large urban/urban/suburban/rural environment. The key below will assist the reader in identifying types of colleges appropriate for comparisons.

LARGE COLLEGES

	Large Minority						Medium Minority		Small Minority				
	LU	LU	U	U	U	U	U	U	U	U	S	S	S
College id →	1	2	3	4	5	6	7	8	9	10	11	12	13

MEDIUM COLLEGES

	Large Minority				Medium Minority			Small Minority
	S	S	S	LU	S	S	S	U
College id →	14	15	16	17	18	19	20	21

SMALL COLLEGES

	Large Minority	Medium Minority						Small Minority
	R	U	U	S	S	R	R	R
College id →	22	23	24	25	26	27	28	29

Large College enrollment = > 13000
Medium College enrollment = 7000-13000
Small College enrollment = < 7000

Large Minority = > 40% Medium Minority = 25-40%
Small Minority = < 25% (Fall 1985)

LU = Large Urban U = Urban
S = Suburban R = Rural

Table A
Percent Distribution of Course Success
by Level and College

SUCCESS IN COURSE	COURSE LEVEL FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
College # 1	N=67	N=175	N=50	
Successful (A,B,C,Cr)	64%	74%	66%	
Non-Successful (D,F,NCr)	3	10	12	
Non-Completer (W,I)	23	15	22	
College # 2	N=56	N=71	N=71	N=79
Successful (A,B,C,Cr)	52%	73%	54%	68%
Non-Successful (D,F,NCr)	9	6	25	15
Non-Completer (W,I)	39	21	21	17
College # 3		N=108	N=36	N=33
Successful (A,B,C,Cr)		49%	86%	73%
Non-Successful (D,F,NCr)		41	14	18
Non-Completer (W,I)		10	0	9
College # 4	N=61	N=240		
Successful (A,B,C,Cr)	72%	36%		
Non-Successful (D,F,NCr)	7	51		
Non-Completer (W,I)	21	13		
College # 5		N=106	N=127	
Successful (A,B,C,Cr)		64%	69%	
Non-Successful (D,F,NCr)		18	20	
Non-Completer (W,I)		18	12	
College # 6	N=20	N=129	N=36	N= 7
Successful (A,B,C,Cr)	100%	70%	81%	14%
Non-Successful (D,F,NCr)	0	27	14	86
Non-Completer (W,I)	0	3	6	0
College # 7		N=109	N=73	N=76
Successful (A,B,C,Cr)		61%	75%	72%
Non-Successful (D,F,NCr)		19	8	7
Non-Completer (W,I)		20	16	21
College # 10	N= 1	N=52	N=106	N=71
Successful (A,B,C,Cr)	0	69%	73%	66%
Non-Successful (D,F,NCr)	0	8	16	25
Non-Completer (W,I)	100%	23	11	9
College # 11	N=69	N=132	N=50	
Successful (A,B,C,Cr)	70%	68%	78%	
Non-Successful (D,F,NCr)	17	15	12	
Non-Completer (W,I)	13	17	10	
College # 12		N=175		
Successful (A,B,C,Cr)		83%		
Non-Successful (D,F,NCr)		14		
Non-Completer (W,I)		3		
College # 13		N=141	N=88	
Successful (A,B,C,Cr)		67%	66%	
Non-Successful (D,F,NCr)		21	17	
Non-Completer (W,I)		11	17	
College # 14		N=102	N=106	
Successful (A,B,C,Cr)		72%	57%	
Non-Successful (D,F,NCr)		28	43	
Non-Completer (W,I)		1	0	

Table A
Percent Distribution of Course Success
By Level and College

SUCCESS IN COURSE	COURSE LEVEL FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
College # 15		N=150	N=132	
Successful (A,B,C,Cr)		54%	74%	
Non-Successful (D,F,NCr)		13	12	
Non-Completer (W,I)		33	14	
College # 16	N=36	N=59	N=70	
Successful (A,B,C,Cr)	67 %	85 %	80 %	
Non-Successful (D,F,NCr)	19	5	11	
Non-Completer (W,I)	14	10	9	
College #18	N=92	N=116	N=154	
Successful (A,B,C,Cr)	71%	67%	54%	
Non-Successful (D,F,NCr)	12	16	27	
Non-Completer (W,I)	17	17	19	
College # 19		N=166	N=50	
Successful (A,B,C,Cr)		66%	52%	
Non-Successful (D,F,NCr)		21	24	
Non-Completer (W,I)		14	24	
College # 20		N=133	N=58	
Successful (A,B,C,Cr)		77%	81%	
Non-Successful (D,F,NCr)		14	16	
Non-Completer (W,I)		9	3	
College # 21		N=136	N=60	
Successful (A,B,C,Cr)		79%	75%	
Non-Successful (D,F,NCr)		21	25	
Non-Completer (W,I)		0	0	
College # 22	N=55	N=163	N=56	
Successful (A,B,C,Cr)	67%	74%	77%	
Non-Successful (D,F,NCr)	15	10	11	
Non-Completer (W,I)	18	16	13	

SUCCESS IN COURSE	COURSE LEVEL FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
College # 23	N=48	N=82	N=78	
Successful (A,B,C,Cr)	94%	82%	74%	
Non-Successful (D,F,NCr)	6	13	23	
Non-Completer (W,I)	0	5	3	
College # 24	N=33	N=197		
Successful (A,B,C,Cr)	64 %	61 %		
Non-Successful (D,F,NCr)	24	32		
Non-Completer (W,I)	12	8		
College # 25	N=61	N=120	N= 82	N=10
Successful (A,B,C,Cr)	69%	71%	68%	40%
Non-Successful (D,F,NCr)	3	7	9	50
Non-Completer (W,I)	28	23	23	10
College # 26		N=84	N=110	
Successful (A,B,C,Cr)		68%	77%	
Non-Successful (D,F,NCr)		5	6	
Non-Completer (W,I)		27	16	
College # 27	N=102	N=112	N=103	N=54
Successful (A,B,C,Cr)	74 %	72 %	78 %	82 %
Non-Successful (D,F,NCr)	7	9	13	6
Non-Completer (W,I)	20	19	10	13
College # 28		N=103	N=49	
Successful (A,B,C,Cr)		79%	78%	
Non-Successful (D,F,NCr)		22	22	
Non-Completer (W,I)		2	0	
College # 29		N=26		
Successful (A,B,C,Cr)		65%		
Non-Successful (D,F,NCr)		35		
Non-Completer (W,I)		0		

Table B
Percent Distribution of Course Success By Ethnicity and College

	American Indian	Black	Asian	Pacific Islander	Alaskan Native	Hispanic	Phillip. Americ.	Other Non-Caucasian	White	TOTAL
College # 1	n=5	n=45	n=14	n=4		n=42	n=7	n=3	n=166	n=286
Successful (A,B,C,Cr)	100%	67%	79%	50%		62%	71%	67%	74%	71%
Non-Success. (D,F,NCr)	0	11	7	0		7	14	0	10	9
Non-Completer (W,I)	0	22	14	50		31	14	33	17	20
College # 2	n=3	n=42	n=37	n=5		n=44	n=7	n=3	n=121	n=262
Successful (A,B,C,Cr)	33%	57%	87%	60%		61%	57%	33%	61%	63%
Non-Success. (D,F,NCr)	0	14	3	40		9	14	67	15	13
Non-Completer (W,I)	67	29	11	0		30	29	0	24	24
College # 3	n=2	n=57	n=22	n=4		n=32	n=5		n=54	n=176
Successful (A,B,C,Cr)	0	53%	55%	75%		69%	40%		72%	61%
Non-Success. (D,F,NCr)	100%	40	36	25		25	40		20	31
Non-Completer (W,I)	0	9	9			6	20		7	8
College # 4	n=5	n=22	n=26	n=4		n=31	n=15	n=2	n=193	n=298
Successful (A,B,C,Cr)	20%	41%	46%	50%		45%	33%	50%	44%	43%
Non-Success. (D,F,NCr)	40	41	46	25		45	60	0	41	42
Non-Completer (W,I)	40	18	8	25		10	7	50	16	15
College # 5	n=2	n=18	n=46			n=54	n=7	n=7	n=96	n=230
Successful (A,B,C,Cr)	100%	50%	57%			67%	57%	57%	75%	67%
Non-Success. (D,F,NCr)	0	22	26			24	43	14	10	19
Non-Completer (W,I)	0	28	17			9	0	29	15	15
College # 6	n=3	n=17	n=19	n=1		n=37	n=2	n=4	n=81	n=164
Successful (A,B,C,Cr)	100%	77%	42%			76%	100%	50%	80%	74%
Non-Success. (D,F,NCr)	0	24	58			22	0	25	17	23
Non-Completer (W,I)	0	0	0	100%		3	0	25	3	3

Table B
Percent Distribution of Course Success By Ethnicity and College

	American Indian	Black	Asian	Pacific Islander	Alaskan Native	Hispanic	Phillip. Americ.	Other Non-Caucasian	White	TOTAL
College # 7	n=1	n=15	n=40	n=4		n=27	n=17	n=6	n=147	n=257
Successful (A,B,C,Cr)	0	67%	85%	0		67%	71%	67%	67%	69%
Non-Success. (D,F,NCr)	100%	7	5	0		19	6	33	14	13
Non-Completer (W,I)	0	27	10	100%		15	24	0	20	20
							7	2	57	
College # 10	n=1	n=3	n=49	n=1		n=20	n=2	n=4	n=147	n=227
Successful (A,B,C,Cr)	0	67%	80%	0		55%	100%	25%	71%	70%
Non-Success. (D,F,NCr)	0	33	16	0		25	0	75	14	17
Non-Completer (W,I)	100%	0	4	100%		20	0	0	15	13
College # 11	n=2	n=6	n=13	n=3	n=1	n=9	n=1	n=1	n=213	n=249
Successful (A,B,C,Cr)	100%	67%	69%	67%	100%	78%	100%	100%	70%	71%
Non-Success. (D,F,NCr)	0	33	8	33	0	11	0	0	15	15
Non-Completer (W,I)	0	0	23	0	0	11	0	0	15	14
College # 12	n=1	n=10	n=15	n=2	n=1	n=14	n=2	n=2	n=122	n=169
Successful (A,B,C,Cr)	100%	70%	87%	50%	0	71%	100%	100%	86%	83%
Non-Success. (D,F,NCr)	0	30	7	50	0	29	0	0	12	14
Non-Completer (W,I)	0	0	7	0	100%	0	0	0	3	3

	American Indian	Black	Asian	Pacific Islander	Alaskan Native	Hispanic	Phillip. Americ.	Other Non-Caucasian	White	TOTAL
College # 13	n=2	n=13	n=24			n=26	n=5	n=3	n=154	n=227
Successful (A,B,C,Cr)	0	69%	75%			47%	80%	67%	70%	67%
Non-Success. (D,F,NCr)	50%	8	17			35	0	0	19	19
Non-Completer (W,I)	50	23	8			19	20	33	12	14
College # 14	n=2	n=5	n=7	n=1		n=146	n=1	n=3	n=41	n=206
Successful (A,B,C,Cr)	50%	40%	71%	100%		60%	100%	67%	76%	64%
Non-Success. (D,F,NCr)	50	60	29	0		40	0	33	22	36%
Non-Completer (W,I)	0	0	0	0		0	0	0	2	1
College # 15	n=5	n=32	n=34	n=9		n=62	n=32	n=4	n=97	n=275
Successful (A,B,C,Cr)	80%	47%	77%	44%		63%	72%	50%	65%	64%
Non-Success. (D,F,NCr)	0	25	0	11		19	6	25	12	13
Non-Completer (W,I)	20	28	24	44		18	22	25	23	23

Table B
Percent Distribution of Course Success
By Ethnicity and College

	American Indian	Black	Asian	Pacific Islander	Alaskan Native	Hispanic	Phillip. Americ.	Other Non-Caucasian	White	TOTAL
College # 16	n=3	n=13	n=27			n=54	n=13	n=1	n=54	n=165
Successful (A,B,C,Cr)	67%	62%	70%			80%	80%	100%	87%	79%
Non-Success. (D,F,NCr)	0	23	22			11	0	0	6	11
Non-Completer (W,I)	33	15	7			9	23	0	7	10
College # 18	n=2	n=30	n=28	n=2		n=67	n=6	n=11	n=214	n=360
Successful (A,B,C,Cr)	50%	50%	36%	100%		54%	33%	91%	69%	62%
Non-Success. (D,F,NCr)	0	27	25	0		28	33	9	16	20
Non-Completer (W,I)	50	23	39	0		18	33	0	15	18
College # 19	n=1	n=34	n=22	n=3	n=1	n=14	n=11	n=1	n=122	n=209
Successful (A,B,C,Cr)	100%	59%	59%	67%	100%	64%	46%	100%	64%	62%
Non-Success. (D,F,NCr)	0	29	27	0	0	14	55	0	17	22
Non-Completer (W,I)	0	12	14	33	0	21	0	0	19	16

	American Indian	Black	Asian	Pacific Islander	Alaskan Native	Hispanic	Phillip. Americ.	Other Non-Caucasian	White	TOTAL
College # 20	n=2	n=5	n=27	n=1		n=25	n=14	n=1	n=116	n=191
Successful (A,B,C,Cr)	50%	80%	82%	100%		68%	86%	0	79%	78%
Non-Success. (D,F,NCr)	50	20	11	0		12	14	100%	15	15
Non-Completer (W,I)	0	0	7	0		20	0	0	6	7
College # 21	n=2	n=4	n=15			n=54		n=3	n=114	n=192
Successful (A,B,C,Cr)	50%	75%	93%			76%		0	80%	78%
Non-Success. (D,F,NCr)	50	25	7			24		100%	20	22
Non-Completer (W,I)	0	0	0			0		0	0	0
College # 22	n=4	n=3	n=10	n=1		n=81	n=24		n=145	n=268
Successful (A,B,C,Cr)	50%	67%	50%	100%		69%	75%		79%	74%
Non-Success. (D,F,NCr)	25	33	10	0		14	4		10	11
Non-Completer (W,I)	25	0	40	0		17	21		11	15

Table B
Percent Distribution of Course Success
By Ethnicity and College

	American Indian	Black	Asian	Pacific Islander	Alaskan Native	Hispanic	Phillip. Americ.	Other Non-Caucasian	White	TOTAL
College # 23	n=2	n=7	n=11	n=5		n=31	n=4	n=4	n=141	n=205
Successful (A,B,C,Cr)	100%	71%	73%	100%		77%	75%	100%	84%	83%
Non-Success. (D,F,NCr)	0	29	27	0		22	25	0	11	14
Non-Completer (W,I)	0	0	0	0		0	0	0	4	3
College # 24	n=5	n=16	n=4			n=76	n=1	n=2	n=123	n=227
Successful (A,B,C,Cr)	40%	69%	50%			50%	100%	100%	68%	61%
Non-Success. (D,F,NCr)	60	31	50			38	0	0	24	30
Non-Completer (W,I)	0	0	0			12	0	0	8	8
College # 25	n=3	n=46	n=18	n=5		n=17	n=13	n=4	n=160	n=266
Successful (A,B,C,Cr)	100%	54%	67%	100%		65%	46%	75%	73%	68%
Non-Success. (D,F,NCr)	0	17	22	0		0	8	25	4	8
Non-Completer (W,I)	0	28	11	0		35	46	0	23	24
College # 26	n=1	n=32	n=17	n=1		n=32	n=2		n=108	n=193
Successful (A,B,C,Cr)	100%	63%	82%	100%		69%	100%		75%	73%
Non-Success. (D,F,NCr)	0	3	6	0		9	0		6	6
Non-Completer (W,I)	0	34	12	0		22	0		19	21

	American Indian	Black	Asian	Pacific Islander	Alaskan Native	Hispanic	Phillip. Americ.	Other Non-Caucasian	White	TOTAL
College # 27	n=6	n=8	n=21	n=2		n=24		n=4	n=299	n=364
Successful (A,B,C,Cr)	83%	63%	67%	100%		79%		100%	76%	76%
Non-Success. (D,F,NCr)	0	13	24	0		13		0	8	9
Non-Completer (W,I)	17	25	10	0		8		0	16	15
College # 28	n=3	n=3	n=3			n=59	n=3		n=76	n=147
Successful (A,B,C,Cr)	100%	67%	67%			80%	100%		79%	80%
Non-Success. (D,F,NCr)	0	33	33			20	0		18	19
Non-Completer (W,I)	0	0	0			0	0		3	1
College # 29	n=1	n=5	n=1	n=1		n=2		n=1	n=14	n=25
Successful (A,B,C,Cr)	0	20%	100%	100%		50%		0	86%	64%
Non-Success. (D,F,NCr)	100%	80	0	0		50		100%	14	36
Non-Completer (W,I)	0	0	0	0		0		0	0	0

Table C
Percent Distribution of Persistence to Next Semester By Level, Ethnicity, Course Success, and College

College #1

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	56	98%
1 Level Below	156	100
2 Levels Below	44	100
3 Levels Below	0	0
Ethnicity		
American Indian	5	100%
Black	37	100
Asian	13	100
Pacific Islander	4	100
Alaskan Native	0	0
Hispanic	37	100
Philippine Amer.	6	100
White	145	99
Success in Course		
Successful(A,B,C,Cr)	192	100%
Non-Successful(D,F,NCr)	21	100
Non-Completer(W,I)	43	100
TOTAL	250	100

College #2

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	56	75%
1 Level Below	70	89
2 Levels Below	70	71
3 Levels Below	79	70
Ethnicity		
American Indian	3	33%
Black	41	73
Asian	37	92
Pacific Islander	5	80
Alaskan Native	0	0
Hispanic	44	77
Philippine Amer.	7	100
White	120	74
Success in Course		
Successful(A,B,C,Cr)	173	87%
Non-Successful(D,F,NCr)	39	69
Non-Completer(W,I)	63	49
TOTAL	275	76

College #3

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	108	77%
2 Levels Below	36	83
3 Levels Below	33	88
Ethnicity		
American Indian	2	100%
Black	57	83
Asian	22	73
Pacific Islander	4	50
Alaskan Native	0	0
Hispanic	32	84
Philippine Amer.	5	80
White	54	80
Success in Course		
Successful(A,B,C,Cr)	108	87%
Non-Successful(D,F,NCr)	55	78
Non-Completer(W,I)	14	36
TOTAL	177	80

College #4

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	61	95%
1 Level Below	240	87
2 Levels Below	0	0
3 Levels Below	0	0
Ethnicity		
American Indian	5	80%
Black	22	77
Asian	26	100
Pacific Islander	4	100
Alaskan Native	0	0
Hispanic	31	94
Philippine Amer.	15	87
White	193	88
Success in Course		
Successful(A,B,C,Cr)	130	97%
Non-Successful(D,F,NCr)	127	88
Non-Completer(W,I)	44	66
TOTAL	301	89

Table C
Percent Distribution of Persistence to Next Semester
By Level, Ethnicity, Course Success, and College

College #5

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	106	75%
2 Levels Below	127	84
3 Levels Below	0	0
Ethnicity		
American Indian	2	50%
Black	18	56
Asian	46	87
Pacific Islander	0	0
Alaskan Native	0	0
Hispanic	54	83
Philippine Amer.	7	57
White	96	79
Success in Course		
Successful(A,B,C,Cr)	155	88%
Non-Successful(D,F,NCr)	44	73
Non-Completer(W,I)	34	50
TOTAL	233	79

College #6

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	20	80%
1 Level Below	127	91
2 Levels Below	35	89
3 Levels Below	7	71
Ethnicity		
American Indian	3	100%
Black	17	88
Asian	19	95
Pacific Islander	1	100
Alaskan Native	0	0
Hispanic	37	92
Philippine Amer.	2	50
White	80	84
Success in Course		
Successful(A,B,C,Cr)	140	88%
Non-Successful(D,F,NCr)	46	89
Non-Completer(W,I)	3	100
TOTAL	189	88

College #7

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	101	90%
2 Levels Below	73	82
3 Levels Below	72	86
Ethnicity		
American Indian	1	100%
Black	15	80
Asian	39	90
Pacific Islander	2	0
Alaskan Native	0	0
Hispanic	25	76
Philippine Amer.	17	94
White	140	89
Success in Course		
Successful(A,B,C,Cr)	176	95%
Non-Successful(D,F,NCr)	32	84
Non-Completer(W,I)	38	47
TOTAL	246	87

College #10

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	1	0
1 Level Below	52	92%
2 Levels Below	106	72
3 Levels Below	70	91
Ethnicity		
American Indian	1	0
Black	3	100
Asian	49	90
Pacific Islander	1	100
Alaskan Native	0	0
Hispanic	20	75
Philippine Amer.	2	100
White	146	80
Success in Course		
Successful(A,B,C,Cr)	160	89%
Non-Successful(D,F,NCr)	39	72
Non-Completer(W,I)	30	60
TOTAL	229	82

Table C
Percent Distribution of Persistence to Next Semester By Level, Ethnicity, Course Success, and College

College #11

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	69	96%
1 Level Below	132	80
2 Levels Below	50	72
3 Levels Below	0	0
Ethnicity		
American Indian	2	50%
Black	6	83
Asian	13	85
Pacific Islander	3	100
Alaskan Native	1	100
Hispanic	9	89
Philippine Amer.	1	100
White	213	83
Success in Course		
Successful(A,B,C,Cr)	177	90%
Non-Successful(D,F,NCr)	38	74
Non-Completer(W,I)	36	56
TOTAL	249	83

College #12

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	175	91%
2 Levels Below	0	0
3 Levels Below	0	0
Ethnicity		
American Indian	1	100%
Black	10	70
Asian	15	93
Pacific Islander	2	50
Alaskan Native	1	100
Hispanic	14	86
Philippine Amer.	2	100
White	122	93
Success in Course		
Successful(A,B,C,Cr)	145	94%
Non-Successful(D,F,NCr)	25	76
Non-Completer(W,I)	5	80
TOTAL	175	91

College #13

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	141	89%
2 Levels Below	88	81
3 Levels Below	0	0
Ethnicity		
American Indian	2	50%
Black	13	85
Asian	24	96
Pacific Islander	0	0
Alaskan Native	0	0
Hispanic	26	85
Philippine Amer.	5	60
White	154	86
Success in Course		
Successful(A,B,C,Cr)	153	96%
Non-Successful(D,F,NCr)	45	67
Non-Completer(W,I)	31	61
TOTAL	229	86

College #14

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	102	79%
2 Levels Below	106	75
3 Levels Below	0	0
Ethnicity		
American Indian	2	100%
Black	5	60
Asian	7	100
Pacific Islander	1	100
Alaskan Native	0	0
Hispanic	146	77
Philippine Amer.	1	100
White	41	71
Success in Course		
Successful(A,B,C,Cr)	133	87%
Non-Successful(D,F,NCr)	74	58
Non-Completer(W,I)	1	100
TOTAL	208	--

Table C
Percent Distribution of Persistence to Next Semester By Level, Ethnicity, Course Success, and College

College #15

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	150	73%
2 Levels Below	132	77
3 Levels Below	0	0
Ethnicity		
American Indian	5	100%
Black	32	69
Asian	34	77
Pacific Islander	9	33
Alaskan Native	0	0
Hispanic	62	79
Philippine Amer.	32	84
White	97	72
Success in Course		
Successful(A,B,C,Cr)	178	87%
Non-Successful(D,F,NCr)	36	58
Non-Completer(W,I)	68	51
TOTAL	282	75

College #16

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	35	77%
1 Level Below	59	75
2 Levels Below	68	79
3 Levels Below	0	0
Ethnicity		
American Indian	2	100%
Black	13	69
Asian	26	73
Pacific Islander	0	0
Alaskan Native	0	0
Hispanic	54	80
Philippine Amer.	13	77
White	53	77
Success in Course		
Successful(A,B,C,Cr)	130	82%
Non-Successful(D,F,NCr)	18	72
Non-Completer(W,I)	14	36
TOTAL	162	77

College #18

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	92	76%
1 Level Below	116	82
2 Levels Below	154	68
3 Levels Below	0	0
Ethnicity		
American Indian	2	100%
Black	30	80
Asian	28	95
Pacific Islander	2	50
Alaskan Native	0	0
Hispanic	67	61
Philippine Amer.	6	67
White	214	75
Success in Course		
Successful(A,B,C,Cr)	226	81%
Non-Successful(D,F,NCr)	71	59
Non-Completer(W,I)	65	66
TOTAL	362	74

College #19

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	129	95%
2 Levels Below	40	95
3 Levels Below	0	0
Ethnicity		
American Indian	1	100%
Black	26	100
Asian	20	95
Pacific Islander	3	100
Alaskan Native	1	100
Hispanic	13	92
Philippine Amer.	8	100
White	91	93
Success in Course		
Successful(A,B,C,Cr)	118	99%
Non-Successful(D,F,NCr)	30	93
Non-Completer(W,I)	21	76
TOTAL	169	95

Table C
Percent Distribution of Persistence to Next Semester By Level, Ethnicity, Course Success, and College

College #20

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	133	87%
2 Levels Below	57	95
3 Levels Below	0	0
Ethnicity		
American Indian	2	100%
Black	5	100
Asian	27	85
Pacific Islander	1	100
Alaskan Native	0	0
Hispanic	25	92
Philippine Amer.	14	93
White	115	89
Success in Course		
Successful(A,B,C,Cr)	149	93%
Non-Successful(D,F,NCr)	28	82
Non-Completer(W,I)	14	64
TOTAL	190	90

College #22

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	54	89%
1 Level Below	163	82
2 Levels Below	56	73
3 Levels Below	0	0
Ethnicity		
American Indian	4	75%
Black	3	100
Asian	10	70
Pacific Islander	1	100
Alaskan Native	0	0
Hispanic	81	78
Philippine Amer.	24	79
White	144	85
Success in Course		
Successful(A,B,C,Cr)	199	93
Non-Successful(D,F,NCr)	31	52
Non-Completer(W,I)	43	51
TOTAL	273	81

College #21

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	136	83%
2 Levels Below	60	83
3 Levels Below	1	0
Ethnicity		
American Indian	2	50%
Black	4	100
Asian	15	93
Pacific Islander	0	0
Alaskan Native	0	0
Hispanic	54	87
Philippine Amer.	0	0
White	114	83
Success in Course		
Successful(A,B,C,Cr)	152	90%
Non-Successful(D,F,NCr)	44	59
Non-Completer(W,I)	0	0
TOTAL	196	83

College #23

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	48	98%
1 Level Below	82	87
2 Levels Below	77	84
3 Levels Below	0	0
Ethnicity		
American Indian	2	100%
Black	6	67
Asian	11	82
Pacific Islander	5	100
Alaskan Native	0	0
Hispanic	31	90
Philippine Amer.	4	75
White	141	90
Success in Course		
Successful(A,B,C,Cr)	169	93%
Non-Successful(D,F,NCr)	32	72
Non-Completer(W,I)	6	50
TOTAL	207	38

Table C
Percent Distribution of Persistence to Next Semester
By Level, Ethnicity, Course Success, and College

College #24

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	33	91%
1 Level Below	197	76
2 Levels Below	0	0
3 Levels Below	0	0
Ethnicity		
American Indian	5	80%
Black	16	81
Asian	4	75
Pacific Islander	0	0
Alaskan Native	0	0
Hispanic	76	76
Philippine Amer.	1	100
White	123	77
Success in Course		
Successful(A.B.C.Cr)	141	88%
Non-Successful(D.F.NCr)	70	59
Non-Completer(W.I)	19	74
TOTAL	230	78

College #25

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	47	70%
1 Level Below	119	66
2 Levels Below	82	65
3 Levels Below	10	90
Ethnicity		
American Indian	3	100%
Black	46	59
Asian	18	79
Pacific Islander	5	80
Alaskan Native	0	0
Hispanic	16	63
Philippine Amer.	13	62
White	146	66
Success in Course		
Successful(A.B.C.Cr)	176	83
Non-Successful(D.F.NCr)	22	73
Non-Completer(W.I)	60	18
TOTAL	258	67

College #26

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	84	73
2 Levels Below	110	69
3 Levels Below	0	0
Ethnicity		
American Indian	1	100%
Black	32	53
Asian	17	65
Pacific Islander	1	100
Alaskan Native	0	0
Hispanic	82	78
Philippine Amer.	2	50
White	108	74
Success in Course		
Successful(A,B,C,Cr)	142	82%
Non-Successful(D,F,NCr)	11	64
Non-Completer(W,I)	41	34
TOTAL	194	71

College #27

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	102	81%
1 Level Below	112	86
2 Levels Below	102	79
3 Levels Below	54	76
Ethnicity		
American Indian	6	67%
Black	8	75
Asian	21	81
Pacific Islander	2	100
Alaskan Native	0	0
Hispanic	24	79
Philippine Amer.	0	0
White	298	82
Success in Course		
Successful(A,B,C,Cr)	280	88%
Non-Successful(D,F,NCr)	33	76
Non-Completer(W,I)	58	52
TOTAL	370	81

Table C
Percent Distribution of Persistence to Next Semester By Level, Ethnicity, Course Success, and College

College #28

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	102	81%
2 Levels Below	49	90
3 Levels Below	0	0
Ethnicity		
American Indian	3	100%
Black	3	100
Asian	3	100
Pacific Islander	0	0
Alaskan Native	0	0
Hispanic	59	78
Philippine Amer.	3	68
White	75	87
Success in Course		
Successful(A,B,C,Cr)	119	87%
Non-Successful(D,F,NCr)	31	74
Non-Completer(W,I)	2	100
TOTAL	151	84

College #29

	Number in Sample Fall 1986	% Who Enrolled in College Spring 1987
Course Level		
Freshman. Comp.	0	0
1 Level Below	26	85
2 Levels Below	0	0
3 Levels Below	0	0
Ethnicity		
American Indian	1	0
Black	5	100%
Asian	1	100
Pacific Islander	1	100
Alaskan Native	0	0
Hispanic	2	50
Philippine Amer.	0	0
White	14	86
Success in Course		
Successful(A,B,C,Cr)	17	94%
Non-Successful(D,F,NCr)	9	67
Non-Completer(W,I)	0	0
TOTAL	26	85

Table D
Percent Distribution of Students Enrolling in Subsequent English Course
By Level, Ethnicity and College

College Name #1

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	12	75	38	26
1 Level Below	85	61	116	50
2 Levels Below	29	72	37	57
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	3	0	5	0
Black	23	70	28	61
Asian	7	43	9	33
Pacific Islander	2	100	2	100
Alaskan Native	0	0	0	0
Hispanic	20	55	24	58
Philippine Amer.	0	0	4	0
White	66	70	114	43
TOTAL	126	65	191	47

College Name #2

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	11	0	31	0
1 Level Below	32	72	46	54
2 Levels Below	29	52	39	41
3 Levels Below	45	71	57	63
Ethnicity				
American Indian	0	0	1	0
Black	19	74	24	63
Asian	20	70	31	55
Pacific Islander	2	50	4	25
Alaskan Native	0	0	0	0
Hispanic	20	60	28	43
Philippine Amer.	3	33	4	25
White	49	55	73	41
TOTAL	117	60	173	45

College Name #3

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	59	68	74	60
2 Levels Below	27	48	36	42
3 Levels Below	23	70	26	65
Ethnicity				
American Indian	1	100	1	100
Black	32	41	41	34
Asian	15	67	19	58
Pacific Islander	3	33	3	33
Alaskan Native	0	0	0	0
Hispanic	25	80	26	77
Philippine Amer.	1	100	3	67
White	31	74	42	64
TOTAL	109	63	136	56

College Name #4

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	41	68	49	59
1 Level Below	148	83	176	80
2 Levels Below	0	0	0	0
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	2	100	2	100
Black	16	56	17	53
Asian	18	89	21	81
Pacific Islander	2	50	2	50
Alaskan Native	0	0	0	0
Hispanic	24	79	28	71
Philippine Amer.	9	78	11	64
White	115	82	140	78
TOTAL	189	80	225	75

Table D
Percent Distribution of Students Enrolling in Subsequent English Course
By Level, Ethnicity and College

College Name #5

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	46	59	58	47
2 Levels Below	71	78	75	73
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	1	100	1	100
Black	8	63	8	63
Asian	26	73	31	61
Pacific Islander	0	0	0	0
Alaskan Native	0	0	0	0
Hispanic	31	65	34	59
Philippine Amer.	5	60	5	60
White	40	75	47	64
TOTAL	117	70	133	62

College Name #7

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	65	69	80	58
2 Levels Below	52	87	58	79
3 Levels Below	51	75	61	64
Ethnicity				
American Indian	1	100	1	100
Black	11	73	12	67
Asian	26	85	36	64
Pacific Islander	0	0	0	0
Alaskan Native	0	0	0	0
Hispanic	19	63	20	60
Philippine Amer.	11	82	13	69
White	95	76	112	66
TOTAL	168	76	199	66

College Name #6

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	5	60	20	30
1 Level Below	102	49	125	46
2 Levels Below	28	57	34	53
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	2	0	3	0
Black	10	50	14	43
Asian	13	62	17	59
Pacific Islander	1	0	1	0
Alaskan Native	0	0	0	0
Hispanic	33	49	36	50
Philippine Amer.	2	0	2	0
White	52	52	77	43
TOTAL		51	179	46

College Name #10

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	37	65	40	60
2 Levels Below	62	71	74	70
3 Levels Below	39	77	47	79
Ethnicity				
American Indian	0	0	0	0
Black	2	100	3	67
Asian	35	89	39	87
Pacific Islander	0	0	1	0
Alaskan Native	0	0	0	0
Hispanic	11	91	12	92
Philippine Amer.	1	0	2	50
White	86	62	101	62
TOTAL	138	71	161	70

Table D
Percent Distribution of Students Enrolling in Subsequent English Course By Level, Ethnicity and College

College Name #11

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	26	92	51	49
1 Level Below	76	76	103	58
2 Levels Below	36	79	40	73
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	1	0	2	0
Black	2	0	5	20
Asian	7	86	9	67
Pacific Islander	2	100	2	100
Alaskan Native	0	0	0	0
Hispanic	8	75	9	67
Philippine Amer.	1	0	1	0
White	115	81	164	60
TOTAL	138	78	194	59

College Name #12

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	146	71	172	66
2 Levels Below	0	0	0	0
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	1	100	1	100
Black	8	25	9	22
Asian	13	46	15	53
Pacific Islander	0	0	2	0
Alaskan Native	0	0	1	0
Hispanic	13	69	14	64
Philippine Amer.	2	50	2	50
White	103	79	120	74
TOTAL	146	71	172	66

College Name #13

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	67	67	90	53
2 Levels Below	27	59	31	52
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	0	0	0	0
Black	2	50	3	33
Asian	12	33	17	24
Pacific Islander	0	0	0	0
Alaskan Native	0	0	0	0
Hispanic	11	64	12	58
Philippine Amer.	2	50	2	50
White	64	70	84	57
TOTAL	94	65	121	53

College Name #14

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	76	62	96	55
2 Levels Below	85	59	98	52
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	2	100	2	100
Black	3	0	4	0
Asian	7	43	7	43
Pacific Islander	1	100	1	100
Alaskan Native	0	0	0	0
Hispanic	113	61	135	55
Philippine Amer.	1	100	1	100
White	29	59	39	49
TOTAL	161	60	194	54

Table D
Percent Distibution of Students Enrolling in Subsequent English Course
By Level, Ethnicity and College

College Name #15

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	90	68	121	51
2 Levels Below	86	78	105	67
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	3	100	3	100
Black	20	80	26	62
Asian	21	76	29	59
Pacific Islander	4	75	4	75
Alaskan Native	0	0	0	0
Hispanic	44	68	51	61
Philippine Amer.	23	74	29	59
White	58	71	80	54
TOTAL	176	73	226	58

College Name #15

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	14	7	22	5
1 Level Below	29	83	43	74
2 Levels Below	35	74	49	65
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	0	0	2	100
Black	7	71	8	63
Asian	10	70	18	50
Pacific Islander	0	0	0	0
Alaskan Native	0	0	0	0
Hispanic	29	72	39	64
Philippine Amer.	5	20	8	50
White	26	62	38	50
TOTAL	78	65	114	57

College Name #18

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	19	37	72	17
1 Level Below	63	68	79	58
2 Levels Below	64	52	101	41
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	1	0	2	50
Black	11	36	18	33
Asian	7	71	14	57
Pacific Islander	1	0	1	0
Alaskan Native	0	0	0	0
Hispanic	29	38	44	27
Philippine Amer.	3	33	3	33
White	88	65	161	41
TOTAL	146	57	252	39

College Name #19

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	97	79	112	75
2 Levels Below	24	92	29	86
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	1	100	1	100
Black	17	88	20	85
Asian	12	83	17	82
Pacific Islander	2	100	2	100
Alaskan Native	1	100	1	100
Hispanic	10	90	10	90
Philippine Amer.	6	83	8	75
White	66	76	76	70
TOTAL	121	82	141	77

Table D
Percent Distribution of Students Enrolling in Subsequent English Course
By Level, Ethnicity and College

College Name #20

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	102	67	121	60
2 Levels Below	47	70	52	65
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	1	100	1	100
Black	3	33	4	25
Asian	19	58	24	54
Pacific Islander	1	0	1	0
Alaskan Native	0	0	0	0
Hispanic	19	74	21	67
Philippine Amer.	11	82	12	75
White	94	69	109	63
TOTAL	149	67	173	61

College Name #21

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	100	73	114	67
2 Levels Below	29	83	41	81
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	0	0	0	0
Black	1	100	2	100
Asian	11	64	14	57
Pacific Islander	0	0	0	0
Alaskan Native	0	0	0	0
Hispanic	32	84	39	80
Philippine Amer.	0	0	0	0
White	81	75	95	71
TOTAL	129	75	155	70

College Name #22

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	20	30	45	29
1 Level Below	104	72	126	65
2 Levels Below	30	80	34	79
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	1	100	3	33
Black	2	100	3	67
Asian	5	100	5	100
Pacific Islander	1	100	1	100
Alaskan Native	0	0	0	0
Hispanic	45	64	56	59
Philippine Amer.	14	64	17	59
White	84	69	117	60
TOTAL	154	68	205	60

College Name #23

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	7	100	43	0
1 Level Below	63	67	80	53
2 Levels Below	63	64	76	54
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	2	50	2	50
Black	5	40	7	43
Asian	8	25	10	20
Pacific Islander	4	100	5	80
Alaskan Native	0	0	0	0
Hispanic	21	62	28	46
Philippine Amer.	4	50	4	50
White	84	66	136	40
TOTAL	133	62	199	42

Table D
Percent Distribution of Students Enrolling in Subsequent English Course
By Level, Ethnicity and College

College Name #24

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	13	77	32	44
1 Level Below	111	63	175	49
2 Levels Below	0	0	0	0
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	3	33	5	40
Black	9	56	13	54
Asian	3	100	3	100
Pacific Islander	0	0	0	0
Alaskan Native	0	0	0	0
Hispanic	38	55	70	41
Philippine Amer.	0	0	1	0
White	68	66	110	50
TOTAL	124	63	207	48

College Name #25

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	46	83	60	63
2 Levels Below	39	64	51	49
3 Levels Below	0	0	1	100
Ethnicity				
American Indian	1	100	1	100
Black	11	55	13	46
Asian	8	63	14	36
Pacific Islander	0	0	0	0
Alaskan Native	0	0	0	0
Hispanic	7	86	14	43
Philippine Amer.	1	100	1	100
White	56	77	67	64
TOTAL	85	74	111	57

College Name #25

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	17	59	36	44
1 Level Below	77	58	109	49
2 Levels Below	40	65	60	53
3 Levels Below	8	50	9	44
Ethnicity				
American Indian	2	100	3	100
Black	22	68	36	44
Asian	13	46	15	40
Pacific Islander	5	40	5	40
Alaskan Native	0	0	0	0
Hispanic	9	56	13	54
Philippine Amer.	5	80	8	75
White	80	58	125	46
TOTAL	142	60	214	49

College Name #27

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	19	21	77	10
1 Level Below	52	58	76	45
2 Levels Below	54	67	75	59
3 Levels Below	8	50	14	43
Ethnicity				
American Indian	3	33	5	40
Black	3	67	5	40
Asian	9	67	17	47
Pacific Islander	1	0	1	0
Alaskan Native	0	0	0	0
Hispanic	9	44	15	33
Philippine Amer.	0	0	0	0
White	106	57	192	38
TOTAL	133	56	242	38

Table D

Percent Distribution of Students Enrolling in Subsequent English Course By Level, Ethnicity, and College

College Name #28

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	64	69	98	56
2 Levels Below	38	82	48	77
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	3	100	3	100
Black	2	100	3	67
Asian	2	50	3	33
Pacific Islander	0	0	0	0
Alaskan Native	0	0	0	0
Hispanic	41	71	56	61
Philippine Amer.	2	100	3	67
White	48	71	73	62
TOTAL	102	74	146	63

College Name #29

	# Who Intended to Enroll in English	% Who Enrolled In English Spring 1987	Number in Total Sample Fall 1986	% Who Enrolled in English Spring 1987
Course Level				
Freshman Comp.	0	0	0	0
1 Level Below	18	67	24	50
2 Levels Below	0	0	0	0
3 Levels Below	0	0	0	0
Ethnicity				
American Indian	0	0	1	0
Black	4	50	4	50
Asian	1	0	1	0
Pacific Islander	1	100	1	100
Alaskan Native	0	0	0	0
Hispanic	1	0	1	0
Philippine Amer.	0	0	0	0
White	10	80	14	57
TOTAL	18	67	24	50

Table E

Mean Number of Remedial and Non-Remedial Units Enrolled in Fall 86 and Spring 87 by Level, Ethnicity, and College

College Name #1

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	13	0	0	12	0
1 Level Below	1	12	8	0	13	0
2 Levels Below	7	7	50	1	11	8
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	2	11	15	2	11	15
Black	2	10	17	1	12	8
Asian	2	13	13	0	14	0
Pacific Islander	0	7	0	0	13	0
Alaskan Native	0	0	0	0	0	0
Hispanic	1	12	8	1	13	7
Philippine Amer.	2	10	17	0	12	0
White	1	12	8	0	12	0
TOTAL	1	11	8	1	13	7

College Name #2

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	12	0	1	10	9
1 Level Below	0	11	0	0	10	0
2 Levels Below	4	7	36	1	8	11
3 Levels Below	5	6	45	2	5	29
Ethnicity						
American Indian	3	8	27	0	4	0
Black	3	7	30	1	6	14
Asian	2	11	15	1	12	8
Pacific Islander	2	9	18	2	9	18
Alaskan Native	0	0	0	0	0	0
Hispanic	3	7	30	1	7	13
Philippine Amer.	3	9	25	2	9	18
White	2	9	18	1	8	11
TOTAL	2	9	18	1	8	11

College Name #3

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedi
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	4	3	57	1	7	13
2 Levels Below	6	5	55	1	6	14
3 Levels Below	6	5	55	2	5	29
Ethnicity						
American Indian	6	7	46	3	8	27
Black	5	4	56	1	6	14
Asian	5	4	56	1	6	14
Pacific Islander	5	9	36	1	7	13
Alaskan Native	0	0	0	0	0	0
Hispanic	5	4	56	1	7	13
Philippine Amer.	5	3	63	1	4	20
White	4	3	57	1	7	13
TOTAL	5	4	56	1	6	14

College Name #4

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	1	13	7	1	13	7
1 Level Below	1	12	8	1	10	9
2 Levels Below	0	0	0	0	0	0
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	0	11	0	0	11	0
Black	0	12	0	0	10	0
Asian	0	13	0	0	13	0
Pacific Islander	0	12	0	0	8	0
Alaskan Native	0	0	0	0	0	0
Hispanic	0	12	0	0	12	0
Philippine Amer.	0	0	0	0	10	0
White	0	12	0	0	11	0
TOTAL	1	12	8	0	11	0

Table E
Mean Number of Remedial and Non-Remedial Units Enrolled in Fall 86 and Spring 87 by Level, Ethnicity, and College

College Name #5

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	1	11	8	0	8	0
2 Levels Below	4	7	36	2	7	22
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	0	11	0	0	3	0
Black	3	8	27	1	5	17
Asian	2	10	17	2	8	20
Pacific Islander	0	0	0	0	0	0
Alaskan Native	0	0	0	0	0	0
Hispanic	2	8	20	1	7	13
Philippine Amer.	3	9	25	1	5	17
White	2	9	18	1	8	11
TOTAL	2	9	18	1	8	11

College Name #6

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	12	0	0	10	0
1 Level Below	1	12	8	1	11	8
2 Levels Below	5	6	45	4	7	36
3 Levels Below	5	2	71	5	1	83
Ethnicity						
American Indian	0	12	0	1	10	9
Black	3	8	27	4	8	33
Asian	1	12	8	1	12	8
Pacific Islander	0	16	0	0	16	0
Alaskan Native	0	0	0	0	10	0
Hispanic	1	11	8	1	6	14
Philippine Amer.	3	9	25	0	0	0
White	1	11	8	1	9	10
TOTAL	1	11	8	1	9	10

College Name #7

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	3	9	25	0	10	0
2 Levels Below	5	8	38	1	11	8
3 Levels Below	3	8	27	2	9	18
Ethnicity						
American Indian	3	4	43	3	10	23
Black	3	8	27	1	9	10
Asian	4	9	31	1	11	8
Pacific Islander	4	7	36	0	0	0
Alaskan Native	0	0	0	0	0	0
Hispanic	4	8	33	2	7	22
Philippine Amer.	3	8	27	1	11	8
White	4	9	31	1	10	9
TOTAL	4	9	31	1	11	8

College Name #8

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	1	11	8	0	0	0
1 Level Below	4	8	33	0	0	0
2 Levels Below	6	6	50	0	0	0
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	4	4	50	0	0	0
Black	6	8	43	0	0	0
Asian	4	7	36	0	0	0
Pacific Islander	0	0	0	0	0	0
Alaskan Native	0	0	0	0	0	0
Hispanic	6	6	50	0	0	0
Philippine Amer.	4	9	31	0	0	0
White	4	9	31	0	0	0
TOTAL	6	8	43	0	0	0

Table E
Mean Number of Remedial and Non-Remedial Units Enrolled in Fall 86 and Spring 87 by Level, Ethnicity, and College

College Name #10

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	3	0	0	0	0
1 Level Below	1	12	8	0	11	0
2 Levels Below	4	7	36	1	8	11
3 Levels Below	0	12	0	1	11	8
Ethnicity						
American Indian	2	8	1	0	0	0
Black	4	5	20	1	11	8
Asian	2	11	15	0	12	0
Pacific Islander	0	6	0	0	5	0
Alaskan Native	0	0	0	0	0	0
Hispanic	3	8	27	1	8	11
Philippine Amer.	1	9	10	0	8	0
White	1	10	9	0	9	0
TOTAL	1	10	9	0	10	0

College Name #11

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	12	0	0	11	0
1 Level Below	0	12	0	1	9	10
2 Levels Below	3	8	27	1	9	10
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	2	9	18	0	2	0
Black	1	12	8	0	8	0
Asian	2	11	15	0	10	0
Pacific Islander	3	11	21	0	13	0
Alaskan Native	0	0	0	0	16	0
Hispanic	1	9	10	0	9	0
Philippine Amer.	2	11	15	0	13	0
White	1	11	8	0	9	0
TOTAL	1	11	8	0	10	0

College Name #12

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	6	10	38	1	12	8
2 Levels Below	0	0	0	0	0	0
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	5	8	38	0	13	0
Black	5	9	36	3	6	33
Asian	5	9	36	1	12	8
Pacific Islander	5	10	33	0	10	0
Alaskan Native	5	9	36	0	5	0
Hispanic	5	10	33	2	11	15
Philippine Amer.	8	6	57	3	12	20
White	5	10	33	1	13	7
TOTAL	5	10	33	1	12	8

College Name #13

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	1	14	7	1	11	8
2 Levels Below	5	8	38	1	9	10
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	4	10	29	2	1	67
Black	3	10	23	1	10	9
Asian	1	12	8	0	13	0
Pacific Islander	0	0	0	0	0	0
Alaskan Native	0	0	0	0	0	0
Hispanic	2	11	15	0	10	0
philippine Amer.	2	12	14	0	9	0
White	2	11	15	0	11	0
TOTAL	2	11	15	0	11	0

Table E
Mean Number of Remedial and Non-Remedial Units Enrolled in Fall 86 and Spring 87 by Level, Ethnicity, and College

College Name #14

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	6	7	46	3	8	27
2 Levels Below	6	6	50	3	6	33
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	6	9	40	8	8	50
Black	4	6	40	0	7	0
Asian	6	7	46	3	10	23
Pacific Islander	6	7	46	3	9	25
Alaskan Native	0	0	0	0	0	0
Hispanic	6	6	50	3	7	30
Philippine Amer.	7	5	58	4	7	36
White	6	7	46	2	7	22
TOTAL	6	6	50	3	7	30

College Name #15

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	1	12	8	0	9	0
2 Levels Below	5	7	42	1	8	11
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	5	6	45	3	10	23
Black	3	9	25	1	8	11
Asian	2	11	15	0	10	0
Pacific Islander	3	9	25	0	4	0
Alaskan Native	0	0	0	0	0	0
Hispanic	3	10	23	1	9	10
Philippine Amer.	3	9	25	1	10	9
White	2	11	15	0	9	0
TOTAL	3	10	23	1	9	10

College Name #16

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	12	0	0	8	0
1 Level Below	0	12	0	0	9	0
2 Levels Below	5	6	45	1	8	11
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	3	9	25	3	8	27
Black	2	8	20	0	7	0
Asian	3	10	23	1	9	10
Pacific Islander	0	0	0	0	0	0
Alaskan Native	0	0	0	0	0	0
Hispanic	3	9	25	1	9	10
Philippine Amer.	2	11	15	0	9	0
White	2	9	18	0	8	0
TOTAL	2	9	18	0	8	0

College Name #1[illegible]

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	11	0	1	8	11
1 Level Below	0	11	0	0	9	0
2 Levels Below	5	6	45	1	6	17
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	2	9	18	0	11	0
Black	3	8	27	0	9	0
Asian	1	12	8	0	12	0
Pacific Islander	2	7	22	0	8	0
Alaskan Native	0	0	0	0	0	0
Hispanic	3	7	30	1	5	20
Philippine Amer.	4	8	33	1	7	13
White	2	9	18	0	8	0
TOTAL	2	9	18	1	8	11

Table E
Mean Number of Remedial and Non-Remedial Units Enrolled in Fall 86 and Spring 87 by Level, Ethnicity, and College

College Name #19

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	1	9	10	1	10	9
2 Levels Below	6	5	55	2	9	18
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	0	13	0	0	15	0
Black	3	7	30	1	11	8
Asian	3	8	27	1	9	10
Pacific Islander	1	10	9	0	12	0
Alaskan Native	5	8	38	0	13	0
Hispanic	3	9	25	1	11	8
Philippine Amer.	3	7	30	1	9	10
White	2	9	18	0	10	0
TOTAL	2	8	20	1	10	9

College Name #20

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	6	7	46	1	11	8
2 Levels Below	7	5	58	3	8	27
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	4	9	31	2	12	14
Black	6	6	50	0	11	0
Asian	5	8	38	2	9	18
Pacific Islander	4	10	29	0	15	0
Alaskan Native	0	0	0	0	0	0
Hispanic	6	6	50	1	11	8
Philippine Amer.	8	5	62	2	11	15
White	6	7	46	1	10	9
TOTAL	6	7	46	1	8	11

College Name #21

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	5	7	42	1	9	10
2 Levels Below	6	6	50	3	7	30
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	5	5	50	4	6	40
Black	6	7	46	3	12	20
Asian	4	10	29	1	12	8
Pacific Islander	0	0	0	0	0	0
Alaskan Native	0	0	0	0	0	0
Hispanic	6	6	50	3	8	27
Philippine Amer.	0	0	0	0	0	0
White	5	7	42	1	9	10
TOTAL	5	7	42	2	8	20

College Name #22

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	2	12	86	0	12	0
1 Level Below	5	8	38	0	10	0
2 Levels Below	5	8	38	0	8	0
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	3	6	33	0	8	0
Black	3	9	25	0	13	0
Asian	5	8	38	0	8	0
Pacific Islander	3	11	21	0	13	0
Alaskan Native	0	0	0	0	0	0
Hispanic	5	8	38	0	10	0
Philippine Amer.	4	10	29	0	10	0
White	4	9	31	0	11	0
TOTAL	4	9	31	0	10	0

Table E

Mean Number of Remedial and Non-Remedial Units Enrolled in Fall 86 and Spring 87 by Level, Ethnicity, and College

College Name #22

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	13	0	1	12	8
1 Level Below	1	12	8	0	12	0
2 Levels Below	6	7	46	1	9	10
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	4	9	31	0	14	0
Black	5	8	38	0	8	0
Asian	4	9	31	0	12	0
Pacific Islander	5	7	42	0	11	0
Alaskan Native	0	0	0	0	0	0
Hispanic	4	10	29	0	11	0
Philippine Amer.	5	9	36	1	6	14
White	2	11	15	0	11	0
TOTAL	3	10	23	0	11	0

College Name #24

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	1	12	8	1	10	9
1 Level Below	2	11	15	1	8	11
2 Levels Below	0	0	0	0	0	0
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	3	10	23	0	7	0
Black	2	12	14	0	10	0
Asian	1	13	7	0	10	0
Pacific Islander	0	0	0	0	0	0
Alaskan Native	0	0	0	0	0	0
Hispanic	1	10	9	0	7	0
Philippine Amer.	0	12	0	0	2	0
White	1	11	8	0	9	0
TOTAL	1	11	8	0	8	0

College Name #25

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	10	0	0	8	0
1 Level Below	0	11	0	1	8	11
2 Levels Below	5	7	42	0	7	0
3 Levels Below	6	6	50	3	7	30
Ethnicity						
American Indian	2	9	18	1	11	8
Black	2	9	18	0	7	0
Asian	3	8	27	0	9	0
Pacific Islander	1	11	8	0	14	0
Alaskan Native	0	0	0	0	0	0
Hispanic	2	8	20	0	8	0
Philippine Amer.	2	12	14	1	8	11
White	1	10	9	0	8	0
TOTAL	2	9	18	0	8	0

College Name #26

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	6	8	43	2	8	20
2 Levels Below	6	6	50	3	6	33
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	6	5	55	8	11	42
Black	6	7	46	2	5	29
Asian	7	8	47	2	7	22
Pacific Islander	3	9	25	5	11	31
Alaskan Native	0	0	0	0	0	0
Hispanic	7	6	54	3	6	33
Philippine Amer.	8	7	53	2	8	20
White	6	7	46	2	8	20
TOTAL	6	7	46	2	7	22

Table E

Mean Number of Remedial and Non-Remedial Units Enrolled in Fall 86 and Spring 87 by Level, Ethnicity, and College

College Name ____#27____

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	1	12	8	1	10	9
1 Level Below	4	9	31	1	10	9
2 Levels Below	5	8	38	3	7	30
3 Levels Below	7	8	47	2	6	25
Ethnicity						
American Indian	5	7	42	1	7	13
Black	4	8	33	1	9	10
Asian	5	9	36	2	8	20
Pacific Islander	4	15	21	2	12	14
Alaskan Native	0	0	0	0	0	0
Hispanic	4	8	33	2	9	18
Philippine Amer.	0	0	0	0	0	0
White	4	10	29	2	9	18
TOTAL	4	9	31	2	9	18

College Name ____#28____

	Mean Number of Units Enrolled in					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	1	13	7	1	10	9
2 Levels Below	5	11	31	3	8	27
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	2	13	13	1	14	7
Black	1	13	7	1	9	10
Asian	1	10	9	1	12	8
Pacific Islander	3	10	23	0	0	0
Alaskan Native	0	0	0	0	0	0
Hispanic	3	13	19	1	9	10
Philippine Amer.	3	12	20	0	10	0
White	2	12	14	1	10	9
TOTAL	2	12	14	1	10	9

College Name ____#29____

	Mean Number of Units Enrolled In					
	Fall 1986			Spring 1987		
	Remedial	Non-Remedial	Percent Remedial	Remedial	Non-Remedial	Percent Remedial
Course Level						
Freshman Comp.	0	0	0	0	0	0
1 Level Below	4	8	33	1	12	8
2 Levels Below	0	0	0	0	0	0
3 Levels Below	0	0	0	0	0	0
Ethnicity						
American Indian	6	4	60	0	0	0
Black	4	12	25	1	17	6
Asian	3	9	25	0	17	0
Pacific Islander	3	11	21	0	15	0
Alaskan Native	0	0	0	0	0	0
Hispanic	4	7	36	0	10	0
Philippine Amer.	0	0	0	0	0	0
White	5	7	42	1	11	8
TOTAL	4	8	33	1	12	8

Table F

ESSAY

Average Pre-/Post-Test Scores and Average Gain For Successful and Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 1																
Successful (A,B,C,Cr)					100	6.99	6.96	-.03	29	5.14	6.17	1.03				
Non-Successful(D,F,I,W,NCr)					11	5.18	6.18	1.00	6	5.17	4.67	-.50				
TOTAL					111	6.81	6.88	.07	35	5.14	5.91	.77				
College id: 2																
Successful (A,B,C,Cr)	23	7.91	8.26	.35	36	6.89	7.11	.22	30	5.87	6.47	.60	46	5.13	5.83	.70
Non-Successful(D,F,I,W,NCr)	5	8.20	9.20	1.00	2	5.50	5.50	0	6	6.83	6.50	-.33	5	5.40	5.60	.20
TOTAL	28	7.96	8.41	.46	38	6.82	7.03	.21	36	6.03	6.47	.44	51	5.16	5.80	.65
College id: 3																
Successful (A,B,C,Cr)					46	7.00	7.70	.70	25	6.00	5.56	-.44	17	4.94	5.53	.59
Non-Successful(D,F,I,W,NCr)					33	6.15	5.97	-.18	4	3.75	3.50	-.25	5	3.20	4.20	1.00
TOTAL					79	6.65	6.97	.33	29	5.69	5.28	-.41	22	4.55	5.23	.68
College id: 4																
Successful (A,B,C,Cr)	43	8.79	9.23	.44	73	7.48	7.56	.08								
Non-Successful(D,F,I,W,NCr)	3	8.33	9.33	1.00	85	6.82	6.79	-.04								
TOTAL	46	8.76	9.24	.48	158	7.13	7.15	.02								
College id: 5																
Successful (A,B,C,Cr)					54	6.81	7.07	.26	61	5.91	5.61	-.31				
Non-Successful(D,F,I,W,NCr)					6	6.00	6.50	.50	10	3.70	3.80	.10				
TOTAL					60	6.20	6.81	.61	71	5.61	5.35	-.25				
College id: 6																
Successful (A,B,C,Cr)					80	6.61	7.14	.53	24	6.46	6.75	.29	1	6.00	6.00	0
Non-Successful(D,F,I,W,NCr)					26	4.92	5.81	.88	3	3.33	5.67	.33	3	2.33	2.00	-.33
TOTAL					106	6.20	6.81	.61	27	6.11	6.63	.52	4	3.25	3.00	-.25
College id: 7																
Successful (A,B,C,Cr)					47	7.53	8.09	.55	42	6.17	7.67	1.50	45	5.73	5.73	0
Non-Successful(D,F,I,W,NCr)					12	6.42	6.92	.50	3	8.00	8.33	.33	2	6.00	6.50	.50
TOTAL					9	7.31	7.85	.54	45	6.29	7.71	1.42	47	5.75	5.77	.02
College id: 10																
Successful (A,B,C,Cr)					32	7.19	6.88	-.31	43	5.63	6.00	.37				
Non-Successful(D,F,I,W,NCr)					8	8.13	7.88	-.25	9	4.67	4.67	0				
TOTAL					40	7.38	7.08	-.30	52	5.46	5.77	.31				
College id: 11																
Successful (A,B,C,Cr)					75	7.07	7.49	.43	33	5.79	5.76	-.03				
Non-Successful(D,F,I,W,NCr)					9	7.22	8.22	1.00	2	6.50	6.50	0				
TOTAL					84	7.08	7.57	.49	35	5.83	5.80	-.03				
College id: 12																
Successful (A,B,C,Cr)					122	6.99	7.61	.61								
Non-Successful(D,F,I,W,NCr)					20	6.55	6.60	.05								
TOTAL					142	6.93	7.46	.54								
College id: 13																
Successful (A,B,C,Cr)					73	7.07	7.44	.37	28	6.11	6.64	.54				
Non-Successful(D,F,I,W,NCr)					9	5.33	5.33	0	3	6.67	6.33	-.33				
TOTAL					82	6.88	7.21	.33	31	6.16	6.61	.45				
College id: 14																
Successful (A,B,C,Cr)					55	6.67	7.64	.96	40	6.35	6.93	.58				
Non-Successful(D,F,I,W,NCr)					9	5.78	7.11	1.33	12	5.50	5.67	.17				
TOTAL					64	6.55	7.56	1.02	52	6.15	6.63	.48				

Table F
ESSAY

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 15																
Successful (A,B,C,Cr)					67	6.75	7.45	.70	66	5.38	6.38	1.00				
Non-Successful(D,F,I,W,NCr					10	6.10	7.30	1.20	6	4.50	5.17	.67				
TOTAL					77	6.67	7.43	.77	72	5.31	6.28	.97				
College id: 16																
Successful (A,B,C,Cr)	21	7.62	8.00	.38	39	7.21	7.59	.38	47	6.11	6.57	.47				
Non-Successful(D,F,I,W,NCr)	3	8.00	6.67	-1.33	3	6.67	7.33	.67	3	3.67	3.00	- .67				
TOTAL	24	7.67	7.83	.17	42	7.17	7.57	.40	50	5.96	6.36	.40				
College id: 18																
Successful (A,B,C,Cr)					22	6.86	5.95	-1.00	44	6.75	5.48	-1.27				
Non-Successful(D,F,I,W,NCr)					1	7.00	6.00	-1.00	10	5.30	5.20	- .10				
TOTAL					23	6.87	5.96	- .91	54	6.48	5.43	-1.06				
College id: 19																
Successful (A,B,C,Cr)					85	7.28	7.62	.34	19	5.79	6.68	.89				
Non-Successful(D,F,I,W,NCr					18	6.28	6.44	.17	7	6.29	6.57	.29				
TOTAL					103	7.11	7.42	.31	26	5.92	6.65	.73				
College id: 20																
Successful (A,B,C,Cr)					83	7.35	7.47	.12	36	6.33	6.36	.03				
Non-Successful(D,F,I,W,NCr)					10	7.10	6.00	-1.10	6	5.17	5.17	0				
TOTAL					93	7.32	7.31	- .01	42	6.17	6.19	.02				
College id: 21																
Successful (A,B,C,Cr)					82	6.80	7.48	.67	32	5.13	5.63	.50				
Non-Successful(D,F,I,W,NCr)					6	7.17	7.67	.50	0	0	0	0				
TOTAL					88	6.83	7.49	.66	32	5.13	5.63	.50				
College id: 22																
Successful (A,B,C,Cr)	13	6.92	7.23	.31	108	7.61	7.71	.09	31	5.77	6.16	.39				
Non-Successful(D,F,I,W,NCr	5	8.00	7.60	- .40	6	6.50	6.83	.33	2	6.00	4.50	- 1.50				
TOTAL	18	7.22	7.33	.11	114	7.55	7.66	.11	33	5.79	6.06	.27				
College id: 23																
Successful (A,B,C,Cr)	32	9.13	9.06	- .06	51	7.80	8.18	.37	44	6.52	7.16	.64				
Non-Successful(D,F,I,W,NCr)	2	5.50	8.00	2.50	9	6.89	7.33	.44	12	5.08	5.17	.08				
TOTAL	34	8.91	9.00	.09	60	7.67	8.05	.38	56	6.21	6.73	.52				
College id: 24																
Successful (A,B,C,Cr)					74	6.31	7.05	.74								
Non-Successful(D,F,I,W,NCr)					22	5.59	5.82	.23								
TOTAL					96	6.15	6.77	.63								
College id: 25																
Successful (A,B,C,Cr)	14	8.79	8.29	- .50	51	7.67	7.57	- .50	10	6.10	6.90	.80	3	4.33	3.00	- 1.33
Non-Successful(D,F,I,W,NCr)	1	9.00	11.00	2.00	10	6.10	6.50	.40	2	4.00	5.00	1.00	3	4.00	3.67	- .33
TOTAL	15	8.80	8.47	- .33	61	7.41	7.39	- .01	12	5.75	6.58	.83	6	4.17	3.33	- .83
College id: 26																
Successful (A,B,C,Cr)					47	7.00	7.81	.81	61	5.69	6.23	.54				
Non-Successful(D,F,I,W,NCr)					3	6.67	8.33	.67	1	2.00	2.00	0				
TOTAL					50	7.04	7.84	.80	62	5.63	6.16	.53				
College id: 27																
Successful (A,B,C,Cr)	55	7.45	7.58	.13	49	7.53	7.78	.24	45	6.16	6.18	.02	9	3.89	3.67	- .22
Non-Successful(D,F,I,W,NCr)	6	7.50	7.33	.17	5	5.80	6.00	.20	7	4.57	5.00	.43	2	3.00	3.50	.50
TOTAL	61	7.46	7.56	.10	54	7.37	7.61	.24	52	5.94	6.02	.08	11	3.73	3.64	- .09
College id: 28																
Successful (A,B,C,Cr)					67	7.15	7.81	.66	30	6.03	6.27	.23				
Non-Successful(D,F,I,W,NCr					13	6.92	7.23	.31	5	4.20	5.80	1.60				
TOTAL					80	7.11	7.71	.60	35	5.77	6.20	.43				
College id: 29																
Successful (A,B,C,Cr)					14	6.14	6.57	.43								
Non-Successful(D,F,I,W,NCr)					7	5.57	6.43	.86								
TOTAL					21	5.95	6.52	.57								

Table G
SENTENCE SENSE

Average Pre-/Post-Test Scores and Average Gain For Successful and Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 2																
Successful (A,B,C,Cr)	19	169.26	171.84	2.58	36	163.08	165.42	2.08	27	156.41	159.56	3.15	42	151.64	152.69	1.05
Non-Successful(D,F,I,W,NCr)	6	168.00	171.83	3.83	3	160.00	157.00	-3.00	4	155.00	153.00	-2.00	0	0	0	0
TOTAL	25	168.96	171.84	2.88	39	163.08	164.77	1.69	31	156.23	158.71	2.48	42	151.64	152.69	1.05
College id: 3																
Successful (A,B,C,Cr)					44	162.20	165.36	3.16	26	150.50	154.54	4.04	18	145.44	148.50	3.06
Non-Successful(D,F,I,W,NCr)					31	151.52	153.32	1.81	4	140.75	145.50	4.75	5	144.80	142.00	-2.80
TOTAL					75	157.79	160.39	2.60	30	149.20	153.33	4.13	23	145.30	147.09	1.78
College id: 4																
Successful (A,B,C,Cr)	43	171.70	172.53	.84	73	164.40	165.71	1.32								
Non-Successful(D,F,I,W,NCr)	3	167.33	169.33	2.00	85	160.29	162.79	2.49								
TOTAL	46	171.41	172.33	.91	158	162.19	164.14	1.95								
College id: 5																
Successful (A,B,C,Cr)					54	158.20	163.96	5.76	60	151.57	154.63	3.07				
Non-Successful(D,F,I,W,NCr)					7	152.86	155.86	3.00	10	141.10	142.70	1.60				
TOTAL					61	157.59	163.03	5.44	70	150.07	152.93	2.86				
College id: 6																
Successful (A,B,C,Cr)					84	161.52	164.33	2.81	25	148.64	152.80	4.16	1	150.00	144.00	-6.00
Non-Successful(D,F,I,W,NCr)					30	152.57	154.50	1.93	4	147.50	148.25	.75	5	136.20	135.40	- .80
TOTAL					114	159.17	161.75	2.58	29	148.48	152.17	3.69	6	138.50	136.83	-1.67
College id: 7																
Successful (A,B,C,Cr)					53	162.91	164.42	4.43	46	159.33	160.15	.83	46	150.37	153.87	3.50
Non-Successful(D,F,I,W,NCr)					12	162.00	167.34	2.42	3	165.33	165.00	- .33	2	150.00	156.00	1.00
TOTAL					65	162.74	166.80	4.06	49	159.69	160.45	.76	48	150.56	153.96	3.40
College id: 11																
Successful (A,B,C,Cr)					76	162.41	164.39	1.99	32	149.41	155.00	6.06				
Non-Successful(D,F,I,W,NCr)					11	159.73	161.36	1.64	1	147.00	155.47	8.00				
TOTAL					87	162.07	164.01	1.94	33	149.33	155.45	6.12				
College id: 13																
Successful (A,B,C,Cr)					75	165.28	168.16	2.88	30	156.37	160.13	3.77				
Non-Successful(D,F,I,W,NCr)					7	152.43	164.29	11.86	2	160.50	161.50	1.00				
TOTAL					82	164.18	167.83	3.65	32	156.63	160.22	3.59				
College id: 14																
Successful (A,B,C,Cr)					52	159.54	162.15	2.62	42	153.52	155.98	2.45				
Non-Successful(D,F,I,W,NCr)					10	153.20	157.10	3.90	12	148.42	151.67	3.25				
TOTAL					62	158.52	161.34	2.82	54	152.39	156.02	2.63				
College id: 15																
Successful (A,B,C,Cr)					74	160.49	162.85	2.36	72	152.28	155.17	2.89				
Non-Successful(D,F,I,W,NCr)					9	152.56	155.78	3.22	6	149.83	151.33	1.50				
TOTAL					83	159.63	162.08	2.46	78	152.09	154.87	2.78				
College id: 16																
Successful (A,B,C,Cr)	23	163.61	168.78	5.17	41	160.98	162.78	1.80	46	152.93	156.83	3.90				
Non-Successful(D,F,I,W,NCr)	4	149.25	152.50	3.25	4	159.50	159.50	0	3	138.00	142.00	4.00				
TOTAL	27	161.48	166.37	4.89	45	160.84	162.49	1.64	49	152.02	155.92	3.90				
College id: 18																
Successful (A,B,C,Cr)					21	159.14	161.00	1.86	10	160.80	150.00	-10.00				
Non-Successful(D,F,I,W,NCr)					1	153.00	150.00	-3.00	1	145.00	136.00	- 9.00				
TOTAL					22	158.86	160.50	1.64	11	159.36	148.73	-10.64				

Table G

SENTENCE SENSE
Average Pre-Post-Test Scores and Average Gain for Successful aand Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 19																
Successful (A,B,C,Cr)					86	165.00	166.28	1.28	17	148.47	152.65	4.18				
Non-Successful(D,F,I,W,NCr)					20	158.45	157.60	- .85	5	149.60	154.00	4.40				
TOTAL					106	163.76	164.64	.88	22	148.73	152.95	4.23				
College id: 20																
Successful (A,B,C,Cr)					85	162.20	165.95	3.75	31	156.68	160.19	3.52				
Non-Successful(D,F,I,W,NCr)					9	156.89	155.67	-1.22	5	138.20	141.80	3.60				
TOTAL					94	161.69	164.97	3.28	36	154.11	157.64	3.53				
College id: 21																
Successful (A,B,C,Cr)					79	159.27	161.49	2.23	26	149.19	153.46	4.27				
Non-Successful(D,F,I,W,NCr)					6	153.83	159.50	5.67	1	136.00	146.00	10.00				
TOTAL					85	158.88	161.35	2.47	27	148.70	153.19	4.48				
College id: 22																
Successful (A,B,C,Cr)	13	162.08	166.31	4.23	98	164.79	164.77	- .02	31	156.16	156.45	.29				
Non-Successful(D,F,I,W,NCr)	5	159.40	166.20	6.80	6	156.33	151.17	- 5.17	1	163.00	150.00	-13.00				
TOTAL	18	161.33	166.28	4.94	104	164.30	163.98	- .32	32	156.38	156.25	- .13				
College id: 23																
Successful (A,B,C,Cr)	32	171.66	173.91	2.25	56	166.29	170.29	4.00	39	157.05	160.23	3.18				
Non-Successful(D,F,I,W,NCr)	2	163.50	164.50	1.00	9	161.89	162.89	1.00	12	150.75	152.83	2.08				
TOTAL	34	171.18	173.35	2.18	65	165.68	169.26	3.58	51	155.57	158.49	2.92				
College id: 24																
Successful (A,B,C,Cr)					81	161.78	161.80	.02								
Non-Successful(D,F,I,W,NCr)					25	148.08	150.92	2.84								
TOTAL					106	158.55	159.24	.69								
College id: 25																
Successful (A,B,C,Cr)	14	171.50	171.86	.36	50	161.02	163.32	2.30	11	159.27	162.64	3.36	3	139.00	143.33	4.33
Non-Successful(D,F,I,W,NCr)	0	0	0	0	6	147.17	153.67	6.50	2	143.50	148.00	4.50	3	143.33	143.67	.33
TOTAL	14	171.50	171.86	.36	56	159.53	162.29	2.75	13	156.85	160.38	3.54	6	141.17	143.50	2.33
College id: 26																
Successful (A,B,C,Cr)					51	161.61	164.06	2.45	63	154.17	158.17	4.00				
Non-Successful(D,F,I,W,NCr)					3	165.67	167.67	2.00	1	145.00	139.00	-6.00				
TOTAL					54	161.83	164.26	2.43	64	154.03	157.88	3.84				
College id: 27																
Successful (A,B,C,Cr)	47	165.89	167.68	1.79	44	161.39	162.77	1.39	44	153.84	156.43	2.59	9	145.56	134.00	-11.56
Non-Successful(D,F,I,W,NCr)	3	166.33	166.00	-.33	6	154.00	160.83	6.83	7	151.43	150.14	-1.29	2	140.50	135.50	- 5.00
TOTAL	50	165.92	167.58	1.67	50	160.50	162.54	2.04	51	153.51	155.57	2.06	11	144.64	134.27	-10.36
College id: 28																
Successful (A,B,C,Cr)					57	158.05	162.91	4.86	28	152.00	154.50	2.50				
Non-Successful(D,F,I,W,NCr)					13	156.31	161.54	5.23	5	140.00	149.20	9.20				
TOTAL					70	157.73	162.66	4.93	33	150.18	153.70	3.52				

Table H

COMPOSITION COMPOSITE (essay and sentence sense)

Average Pre-/Post-Test Scores and Average Gain For Successful and Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 2																
Successful (A,B,C,Cr)	17	170.12	174.65	4.53	32	163.66	170.16	6.50	25	157.64	165.64	8.00	38	151.50	158.89	7.39
Non-Successful(D,F,I,W,NCr)	5	171.40	180.40	9.00	2	159.00	160.00	1.00	4	160.00	159.00	- 1.00	0	0	0	0
TOTAL	22	170.41	175.95	5.55	34	163.38	169.56	6.18	29	157.97	164.72	6.76	38	151.50	158.89	7.39
College id: 3																
Successful (A,B,C,Cr)					43	163.33	172.37	9.05	25	153.72	159.40	5.68	17	147.24	156.00	8.76
Non-Successful(D,F,I,W,NCr)					30	154.70	159.33	4.63	4	141.75	147.25	5.50	5	142.00	147.20	5.20
TOTAL					73	159.78	167.01	7.23	29	152.07	157.72	5.66	22	146.05	154.00	17.95
College id: 4																
Successful (A,B,C,Cr)	43	174.28	179.86	5.58	73	166.10	172.05	5.96								
Non-Successful(D,F,I,W,NCr)	3	170.33	178.33	8.00	85	161.69	167.98	6.96								
TOTAL	46	174.02	179.76	5.74	158	163.73	169.86	6.13								
College id: 5																
Successful (A,B,C,Cr)					54	160.44	169.57	9.13	59	153.93	159.59	5.66				
Non-Successful(D,F,I,W,NCr)					6	154.50	162.33	7.83	10	140.10	144.70	4.60				
TOTAL					60	159.85	168.85	9.00	69	151.93	157.43	5.51				
College id: 6																
Successful (A,B,C,Cr)					77	161.42	169.39	7.97	23	153.96	162.39	8.43	1	153.00	155.00	2.00
Non-Successful(D,F,I,W,NCr)					25	150.92	159.52	8.60	3	142.00	155.67	13.67	3	136.00	136.33	.33
TOTAL					102	158.84	166.97	8.13	26	152.58	161.62	9.03	4	140.25	141.00	.75
College id: 7																
Successful (A,B,C,Cr)					46	165.61	174.26	8.65	39	159.00	169.21	10.21	45	152.51	159.33	6.82
Non-Successful(D,F,I,W,NCr)					12	161.42	169.25	7.83	3	168.33	174.67	6.33	2	156.00	163.50	7.50
TOTAL					58	164.74	173.22	8.48	42	159.67	169.60	9.93	47	152.66	159.51	6.85
College id: 11																
Successful (A,B,C,Cr)					72	163.92	171.63	7.82	32	151.84	160.28	8.44				
Non-Successful(D,F,I,W,NCr)					8	164.88	171.74	6.75	1	154.00	164.00	10.00				
TOTAL					80	164.01	171.73	7.71	33	151.91	160.39	8.48				
College id: 13																
Successful (A,B,C,Cr)					66	165.36	172.56	7.20	26	156.31	164.85	8.54				
Non-Successful(D,F,I,W,NCr)					7	152.86	164.43	11.57	1	148.00	158.00	10.00				
TOTAL					73	164.16	171.78	7.62	27	156.00	164.59	8.59				
College id: 14																
Successful (A,B,C,Cr)					49	161.63	170.63	9.00	36	156.64	164.14	7.50				
Non-Successful(D,F,I,W,NCr)					8	154.88	165.50	10.63	7	149.71	159.29	9.57				
TOTAL					57	160.68	169.91	9.23	43	155.51	163.35	7.84				
College id: 15																
Successful (A,B,C,Cr)					65	161.42	169.15	7.74	58	150.40	161.45	8.67				
Non-Successful(D,F,I,W,NCr)					9	155.67	166.33	10.67	5	152.78	156.80	8.40				
TOTAL					74	160.72	168.81	8.09	63	152.59	161.08	8.49				
College id: 16																
Successful (A,B,C,Cr)	21	166.00	174.29	8.29	36	163.19	170.06	6.86	43	155.88	164.47	8.58				
Non-Successful(D,F,I,W,NCr)	2	166.00	163.00	-3.00	2	162.50	170.00	7.50	3	140.00	143.67	3.67				
TOTAL	23	166.00	173.30	7.30	38	163.16	170.06	6.89	46	154.85	163.11	8.26				
College id: 18																
Successful (A,B,C,Cr)					19	160.84	163.89	3.05	6	160.67	154.00	-6.67				
Non-Successful(D,F,I,W,NCr)					1	158.00	158.00	0	1	150.00	144.00	-6.00				
TOTAL					20	160.70	163.60	2.90	7	159.14	152.57	-6.57				

Table H

COMPOSITION COMPOSITE (essay and sentence sense)

Average Pre-/Post-Test Scores and Average Gain for Successful and Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 19																
Successful (A,B,C,Cr)					79	165.91	172.86	6.95	17	152.29	161.88	9.59				
Non-Successful(D,F,I,W,NCr					17	158.53	163.94	5.41	5	154.00	161.00	7.00				
TOTAL					96	164.60	171.28	6.68	22	152.68	161.68	9.00				
College id: 20																
Successful (A,B,C,Cr)					80	164.30	171.81	7.51	30	158.73	165.37	6.63				
Non-Successful(D,F,I,W,NCr)					8	159.63	158.63	-1.00	4	143.50	149.00	5.50				
TOTAL					88	163.88	170.61	6.74	34	156.94	163.44	6.50				
College id: 21																
Successful (A,B,C,Cr)					73	161.12	169.64	8.52	23	150.00	158.48	8.48				
Non-Successful(D,F,I,W,NCr)					5	158.80	167.80	9.00	0	0	0	0				
TOTAL					78	160.97	169.53	8.55	23	150.00	158.48	8.48				
College id: 22																
Successful (A,B,C,Cr)	12	161.67	170.00	8.33	98	166.60	171.13	4.53	28	156.21	162.50	6.29				
Non-Successful(D,F,I,W,NCr)	5	165.00	172.60	7.60	5	157.40	162.60	5.20	1	164.00	155.00	-9.00				
TOTAL	17	162.65	170.76	8.12	103	166.16	170.72	4.56	29	156.48	162.24	5.76				
College id: 23																
Successful (A,B,C,Cr)	32	175.16	179.06	3.91	47	168.21	176.51	8.30	36	158.11	165.03	6.92				
Non-Successful(D,F,I,W,NCr)	2	159.50	173.00	13.50	9	162.89	169.89	7.00	11	151.27	157.55	6.27				
TOTAL	34	174.24	178.71	4.47	56	167.36	175.45	8.09	47	156.51	163.28	6.77				
College id: 24																
Successful (A,B,C,Cr)					68	160.88	168.60	7.72								
Non-Successful(D,F,I,W,NCr)					22	150.91	158.23	7.32								
TOTAL					90	158.44	166.07	7.62								
College id: 25																
Successful (A,B,C,Cr)	14	174.00	177.64	3.64	50	164.82	171.02	6.20	10	159.20	167.90	8.70	3	143.00	144.33	1.33
Non-Successful(D,F,I,W,NCr	0	0	0	0	6	151.83	159.67	7.83	2	143.50	153.50	10.00	3	143.00	147.00	3.67
TOTAL	14	174.00	177.64	3.64	56	163.43	169.80	6.38	12	156.58	165.50	8.92	6	143.17	145.67	2.50
College id: 26																
Successful (A,B,C,Cr)					47	163.17	172.17	9.00	57	154.46	163.60	9.14				
Non-Successful(D,F,I,W,NCr)					3	167.33	176.00	8.67	1	138.00	138.00	0				
TOTAL					50	163.42	172.40	8.98	58	154.17	163.16	8.98				
College id: 27																
Successful (A,B,C,Cr)	45	165.91	171.93	6.02	36	163.92	173.94	10.03	35	155.71	163.11	7.40	5	148.20	148.20	0
Non-Successful(D,F,I,W,NCr)	3	162.67	169.33	6.67	5	156.40	165.20	9.80	5	149.00	154.80	5.80	2	138.50	141.50	3.00
TOTAL	48	165.71	171.77	6.06	41	162.88	172.88	10.00	40	154.88	162.08	7.20	7	145.43	146.29	.86
College id: 28																
Successful (A,B,C,Cr)					56	161.45	170.18	8.73	27	155.26	162.37	7.11				
Non-Successful(D,F,I,W,NCr)					12	159.67	168.67	9.00	3	147.00	161.33	14.33				
TOTAL					68	161.13	169.91	8.78	30	154.43	162.27	7.83				

Table I

READING COMPREHENSION

Average Pre-/Post-Test Scores and Average Gain For Successful and Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 2																
Successful (A,B,C,Cr)	12	168.25	161.25	-7.00	40	160.65	162.13	1.48	33	153.61	152.00	-1.61	39	146.46	146.54	.08
Non-Successful(D,F,I,W,NCr)	2	173.00	172.50	- .50	2	150.00	161.00	11.00	6	145.83	144.67	-1.17	2	138.50	143.00	4.50
TOTAL	14	168.93	162.86	-6.07	42	160.14	162.07	1.93	39	152.41	150.87	-1.54	41	146.07	146.37	.29
College id: 3																
Successful (A,B,C,Cr)					45	155.11	158.51	3.40	26	147.69	147.31	- .38	17	141.41	143.24	1.82
Non-Successful(D,F,I,W,NCr)					34	147.23	147.82	.59	4	141.00	143.75	2.75	4	140.50	135.00	-5.50
TOTAL					79	151.72	153.91	2.19	30	146.80	146.83	.03	21	141.23	141.67	.43
College id: 6																
Successful (A,B,C,Cr)					78	155.24	156.38	1.14	19	144.79	140.33	- .26	1	135.00	135.00	0
Non-Successful(D,F,I,W,NCr)					26	146.12	146.23	.12	3	144.00	144.53	-3.67	4	135.00	135.00	0
TOTAL					104	152.96	153.85	.89	22	144.68	143.95	- .73	5	135.00	135.00	0
College id: 7																
Successful (A,B,C,Cr)					50	160.18	162.32	2.14	42	155.33	155.86	.52	44	146.36	148.05	1.68
Non-Successful(D,F,I,W,NCr)					10	147.50	150.30	2.80	2	161.50	163.50	2.00	2	141.00	148.00	7.00
TOTAL					60	158.07	160.32	2.25	44	155.61	156.20	.59	46	146.13	148.04	1.91
College id: 11																
Successful (A,B,C,Cr)					79	159.81	159.72	.09	32	144.00	145.66	1.66				
Non-Successful(D,F,I,W,NCr)					12	152.67	156.50	3.83	2	135.00	137.00	2.00				
TOTAL					91	158.87	159.30	.43	34	143.47	145.15	1.68				
College id: 13																
Successful (A,B,C,Cr)					69	162.49	163.41	.91	27	153.67	150.41	-3.26				
Non-Successful(D,F,I,W,NCr)					6	155.67	155.50	.17	1	157.00	141.00	-16.00				
TOTAL					75	161.95	162.77	.83	28	153.79	150.07	- 3.71				
College id: 14																
Successful (A,B,C,Cr)					44	156.64	155.52	-1.11	39	149.15	152.54	3.38				
Non-Successful(D,F,I,W,NCr)					10	152.10	148.10	-4.00	15	142.67	146.47	3.80				
TOTAL					54	155.80	154.15	-1.65	54	147.35	150.85	3.50				
College id: 15																
Successful (A,B,C,Cr)					72	156.29	161.83	5.54	67	146.48	148.99	2.51				
Non-Successful(D,F,I,W,NCr)					10	147.00	151.70	4.70	7	139.71	138.71	-1.00				
TOTAL					82	155.16	160.60	5.44	74	145.84	148.01	2.18				
College id: 16																
Successful (A,B,C,Cr)					42	155.64	156.31	.67	32	147.94	151.19	3.25				
Non-Successful(D,F,I,W,NCr)					4	160.75	158.00	-2.75	3	140.67	135.00	-5.67				
TOTAL					46	156.01	156.46	.37	35	147.31	149.80	2.49				
College id: 18																
Successful (A,B,C,Cr)					20	160.15	161.35	1.20	14	152.50	155.43	2.93				
Non-Successful(D,F,I,W,NCr)					1	135.00	135.00	0	1	175.00	173.00	-2.00				
TOTAL					21	158.95	160.10	1.14	15	154.00	156.60	2.60				
College id: 19																
Successful (A,B,C,Cr)					86	160.85	160.67	- .17	18	148.33	148.61	.28				
Non-Successful(D,F,I,W,NCr)					14	148.21	153.50	5.29	7	146.71	144.86	-1.86				
TOTAL					100	159.08	159.67	.59	25	147.88	147.56	- .32				
College id: 20																
Successful (A,B,C,Cr)					75	160.34	162.87	2.52	34	150.47	152.21	1.74				
Non-Successful(D,F,I,W,NCr)					9	159.56	152.89	-6.67	4	142.00	139.00	-3.00				
TOTAL					84	160.26	161.80	1.54	38	149.58	150.82	1.23				

Table I

READING COMPREHENSION

Average Pre-/Post-Test Scores and Average Gain for Successful and Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 21																
Successful (A,B,C,Cr)																
Non-Successful(D,F,I,W,NCr)																
TOTAL																
College id: 22																
Successful (A,B,C,Cr)	14	157.14	160.93	3.79	101	159.29	162.01	2.72	23	152.61	153.78	1.17				
Non-Successful(D,F,I,W,NCr)	3	150.00	161.33	11.33	4	154.25	154.25	0	2	140.00	142.00	2.00				
TOTAL	17	155.88	161.00	5.12	105	159.10	161.71	2.62	25	151.60	152.84	1.24				
College id: 23																
Successful (A,B,C,Cr)	42	169.62	169.79	.17	54	164.02	164.11	.09	48	152.88	153.13	.25				
Non-Successful(D,F,I,W,NCr)	2	162.00	162.00	0	9	165.33	162.22	-3.11	14	152.07	148.14	-3.93				
TOTAL	44	169.27	169.43	.16	63	164.21	165.84	-.37	62	152.69	152.00	- .69				
College id: 24																
Successful (A,B,C,Cr)					85	157.04	156.99	- .05								
Non-Successful(D,F,I,W,NCr)					25	143.68	142.16	-1.52								
TOTAL					110	154.00	153.62	- .38								
College id: 25																
Successful (A,B,C,Cr)	15	167.53	165.20	-2.33	47	155.85	159.66	3.81	9	159.89	161.11	1.22	3	136.67	136.33	- .33
Non-Successful(D,F,I,W,NCr)	0	0	0	0	8	149.63	154.38	4.75	2	148.50	149.00	.50	3	138.33	135.00	-3.33
TOTAL	15	167.53	165.20	-2.33	55	154.95	158.89	3.95	11	157.82	158.91	1.09	6	137.50	135.67	-1.83
College id: 26																
Successful (A,B,C,Cr)					50	157.36	159.30	1.94	64	147.28	152.02	-2.00				
Non-Successful(D,F,I,W,NCr)					3	167.33	169.33	2.00	1	137.00	135.00	4.63				
TOTAL					53	157.92	159.87	1.94	65	147.12	151.75	4.73				
College id: 28																
Successful (A,B,C,Cr)					60	154.87	156.38	1.52	27	149.85	150.63	.78				
Non-Successful(D,F,I,W,NCr)					15	152.53	157.60	5.07	8	139.38	142.50	3.13				
TOTAL					75	154.40	156.63	2.23	35	147.46	148.77	1.31				

Table J

TOTAL ENGLISH

Average Pre-/Post-Test Scores and Average Gain For Successful and Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 2																
Successful (A,B,C,Cr)	9	172.00	174.65	1.22	31	162.35	167.45	5.10	22	155.36	160.82	5.45	32	149.09	154.19	5.09
Non-Successful (D,F,I,W,NCr)	2	183.00	180.40	6.50	1	165.00	167.00	2.00	4	154.50	153.75	.75	0	0	0	0
TOTAL	11	174.00	175.95	2.18	32	162.44	167.44	5.00	26	155.23	159.73	4.50	32	149.09	154.19	5.09
College id: 3																
Successful (A,B,C,Cr)					42	159.88	167.79	7.90	24	151.33	155.42	4.08	17	144.47	151.12	6.64
Non-Successful (D,F,I,W,NCr)					29	151.52	155.62	4.10	4	140.75	144.75	4.00	4	137.50	139.50	2.00
TOTAL					71	156.46	162.82	6.35	28	149.82	153.89	4.07	21	143.14	148.90	5.76
College id: 6																
Successful (A,B,C,Cr)					71	158.77	164.79	6.01	17	151.71	157.06	5.35	1	146.00	147.00	1.00
Non-Successful (D,F,I,W,NCr)					22	149.09	155.50	6.41	2	140.50	150.50	10.00	3	135.33	135.33	0
TOTAL					93	156.48	162.59	6.11	19	150.53	156.37	5.84	4	138.00	138.25	.25
College id: 7																
Successful (A,B,C,Cr)					43	163.40	171.12	7.72	35	157.51	164.71	7.20	43	150.05	154.98	4.93
Non-Successful (D,F,I,W,NCr)					10	156.30	163.80	7.50	2	167.50	170.50	3.00	2	151.00	157.50	6.50
TOTAL					53	162.06	169.74	7.68	37	158.05	65.03	6.97	45	150.09	155.09	5.00
College id: 11																
Successful (A,B,C,Cr)					72	162.06	167.97	5.92	32	148.44	155.22	6.78				
Non-Successful (D,F,I,W,NCr)					8	161.50	169.88	8.38	1	149.00	153.00	4.00				
TOTAL					80	162.00	168.16	6.16	33	148.45	155.15	6.70				
College id: 13																
Successful (A,B,C,Cr)					63	164.49	170.24	5.75	24	154.83	160.33	5.50				
Non-Successful (D,F,I,W,NCr)					6	151.83	160.00	8.17	1	150.00	152.00	2.00				
TOTAL					69	163.39	169.35	5.96	25	154.64	160.00	5.36				
College id: 14																
Successful (A,B,C,Cr)					39	160.15	166.46	6.31	31	153.77	160.74	6.97				
Non-Successful (D,F,I,W,NCr)					8	152.63	160.13	7.50	6	144.17	155.17	11.00				
TOTAL					47	158.87	165.38	6.51	37	152.22	159.84	7.62				
College id: 15																
Successful (A,B,C,Cr)					61	159.36	166.15	6.79	49	150.06	157.59	7.53				
Non-Successful (D,F,I,W,NCr)					9	152.89	162.00	9.11	5	147.00	151.40	4.40				
TOTAL					70	158.53	165.61	7.09	54	149.78	157.02	7.24				
College id: 16																
Successful (A,B,C,Cr)					34	159.62	165.09	5.47	29	153.34	161.14	7.79				
Non-Successful (D,F,I,W,NCr)					2	165.00	168.00	3.00	3	139.67	138.67	-1.00				
TOTAL					36	159.92	165.25	5.33	32	152.06	159.03	6.97				

Table J

TOTAL ENGLISH

Average Pre-/Post-Test Scores and Average Gain for Successful and Non-Successful Students by Level and College

	Freshman Composition				1 Level Below				2 Levels Below				3 Levels Below			
	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain	n	Pre	Post	Gain
College id: 18																
Successful (A,B,C,Cr)					17	160.53	162.59	2.06	1	140.00	153.00	13.00				
Non-Successful(D,F,I,W,NCr)					1	151.00	151.00	0	0	0	0	0				
TOTAL					18	160.00	161.94	1.94	1	140.00	153.00	13.00				
College id: 19																
Successful (A,B,C,Cr)					71	163.56	168.52	4.96	13	151.31	157.46	6.15				
Non-Successful(D,F,I,W,NCr)					12	154.17	160.08	5.92	5	151.20	155.40	4.20				
TOTAL					83	162.20	167.30	5.10	18	151.28	156.89	5.61				
College id: 20																
Successful (A,B,C,Cr)					68	162.75	169.87	7.11	27	156.56	162.19	5.63				
Non-Successful(D,F,I,W,NCr)					7	158.00	155.86	-2.14	2	138.50	142.50	4.00				
TOTAL					75	162.31	168.56	6.25	29	155.31	160.83	5.52				
College id: 22																
Successful (A,B,C,Cr)	12	159.58	166.75	7.17	97	164.53	168.62	4.09	18	154.33	161.00	6.67				
Non-Successful(D,F,I,W,NCr)	3	157.67	165.33	7.67	4	157.50	162.50	5.00	0	0	0	0				
TOTAL	15	159.20	166.47	7.27	101	164.25	168.38	4.13	18	154.33	161.00	6.67				
College id: 23																
Successful (A,B,C,Cr)	32	173.97	176.88	2.91	46	167.00	173.26	6.26	34	150.85	161.41	10.56				
Non-Successful(D,F,I,W,NCr)	2	159.00	169.00	10.00	7	162.57	166.71	4.14	8	149.88	154.50	4.63				
TOTAL	34	173.09	176.41	3.32	53	166.41	172.40	5.98	42	150.67	160.10	9.43				
College id: 24																
Successful (A,B,C,Cr)					65	159.82	165.83	6.02								
Non-Successful(D,F,I,W,NCr)					20	147.30	151.65	4.35								
TOTAL					85	156.87	162.49	5.62								
College id: 25																
Successful (A,B,C,Cr)	14	172.50	174.50	2.00	46	161.07	167.54	6.48	8	157.00	164.13	7.13	3	140.00	140.67	.67
Non-Successful(D,F,I,W,NCr)	0	0	0	0	6	149.33	156.33	7.00	2	144.00	151.00	7.00	3	139.67	142.67	3.00
TOTAL	14	172.50	174.50	2.00	52	159.71	166.25	6.54	10	154.40	161.50	7.10	6	139.82	141.67	1.83
College id: 26																
Successful (A,B,C,Cr)					46	161.17	168.28	7.11	57	151.46	159.60	8.14				
Non-Successful(D,F,I,W,NCr)					3	166.00	174.33	8.33	1	138.00	137.00	1.00				
TOTAL					49	161.47	168.65	7.18	58	151.22	159.21	7.98				
College id: 28																
Successful (A,B,C,Cr)					49	159.18	166.12	6.94	23	153.57	159.74	6.17				
Non-Successful(D,F,I,W,NCr)					8	154.25	161.88	7.63	3	142.67	155.67	13.00				
TOTAL					57	158.49	165.53	7.04	26	152.31	159.27	6.96				

Table K

PERCENT DISTRIBUTION OF POST-QUESTIONNAIRE RESPONSES AND TEST SCORES BY COURSE LEVEL

QUESTION/RESPONSE CATEGORY	FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
1. EDUCATIONAL GOAL	n=552	n=2604	n=1318	n=219
Vocational Certificate	1%	2%	4%	4%
AA & Transfer	49	45	41	35
AA Vocational	5	7	7	7
AA General Education	6	7	8	9
Transfer/No AA	33	28	22	27
Personal Interest/Refresher	1	1	5	5
Related to Employment	1	1	4	3
Other	2	2	2	2
Unknown	2	2	7	10
2. HOW CAPABLE DO YOU FEEL ABOUT YOUR WRITING SKILLS ?	n=551	n=2703	n=1320	n=219
Write Poorly	1 %	2 %	4 %	5 %
Can't Write Well	5	6	10	14
Write Okay	49	57	61	59
Write Well	40	32	23	21
Write Very Well	5	2	2	1
3. DID YOU USE TUTORIAL SERVICES FOR THIS COURSE?	n=564	n=2698	n=1311	n=218
Yes	8 %	17 %	30 %	24 %
No	90	82	69	72
Not Available	2	0	1	4
4. DO YOU INTEND TO ENROLL IN ANOTHER ENGLISH WRITING COURSE NEXT SEMESTER ?	n=54	n=2696	n=1310	n=218
Yes	39 %	77 %	80 %	81 %
No	38	11	9	5
Don't Know	23	12	11	14

QUESTION/RESPONSE CATEGORY	FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
5. DID THIS COURSE ASSIST YOU IN ACCOMPLISHING ANY OF THE FOLLOWING?	n=2229	n=9966	n=4859	n=816
Prerequisite for another class	66 %	79%	77 %	73 %
Satisfied require for degree/major/program	87	38	37	39
Imp. writing skill and/or gained conf. in my writing ability	89	92	90	93
Have increased chances of success in other classes	84	88	90	91
Satisfied job requirements/needs	20	21	31	40
Refreshed writing skills	88	92	91	93
Did not gain anything	8	14	17	24
Other				
6. ENGLISH WRITING ENROLLMENT FOR SPRING.	n=612	n=3257	n=1743	n=344
Yes	26 %	26%	55 %	52 %
No	74	74	47	48
Don't Know	0	0	0	0
7. IF YOU HAVE STOPPED ATTENDING THIS COURSE WHAT WAS YOUR REASON FOR NO LONGER ATTENDING ?	n=61	n=392	n=276	n=37
Too difficult	12%	8 %	8 %	0
Too easy	2	3	4	3 %
Course not what I wanted	3	6	6	11
Change in work hours/found job	13	21	19	24
Needed more time for other courses	15	12	10	3
Financial reasons	3	5	7	3
Reached my goal for this course early	2	1	4	14
Didn't like class/subject	12	6	5	3
Family/personal reasons	21	16	14	22
Illness	5	7	9	8
Other	12	16	15	11

QUESTION/RESPONSE CATEGORY	FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
8. NUMBER OF REMEDIAL UNITS IN THE SPRING	n=678	n=3289	n=1775	n=342
0	94 %	87 %	67 %	58 %
1-3	3	8	18	27
4-6	2	4	10	12
7-9	0	1	4	2
10-15	0	0	1	1
16-98	0	0	0	0
9. NUMBER OF NON-REMEDIAL UNITS	n=678	n=3286	n=1773	n=342
0	15%	17 %	24%	24 %
1-3	3	4	6	8
4-6	6	8	12	11
7-9	10	10	17	17
10-15	50	47	36	34
16-98	16	14	7	6
10. GRADE IN ENGLISH WRITING COURSE	n=701	n=3345	n=1794	n=330
W	16%	11 %	11%	13%
A	18	9	6	2
B	27	20	16	5
C	24	20	16	10
D	4	5	5	1
F	5	5	4	1
CR	1	17	32	52
NCR	1	10	10	15
I	4	2	1	2
11. TOTAL UNITS COMPLETED ABCD OR CR	n=864	n=3193	n=1730	n=343
0	9%	9 %	12%	16%
1-3	8	9	11	16
4-6	14	15	18	19
7-12	41	42	40	34
Greater Than 12	28	25	19	15

TEST SCORES	FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
12. POST ESSAY SCORES	n=268	n=2398	n=1172	n=146
2	1%	1%	3%	10%
3	1	2	5	6
4	2	4	13	12
5	3	8	14	25
6	12	18	25	25
7	11	18	16	14
8	22	28	17	6
9	24	13	5	2
10	14	7	2	1
11	6	2	0	0
12	0	0	0	0
13. POST SENTENCE SENSE SCORE	n=254	n=1983	n=958	n=139
135-139	0	3%	8%	18%
140-144	2%	4	10	15
145-149	1	6	12	16
150-154	3	8	15	17
155-159	8	10	14	12
160-164	6	15	17	8
165-169	21	27	16	10
170-174	25	18	7	3
175-179	33	9	3	1
180-184	3	1	0	0
185-189	0	0	0	0
190-195	0	0	0	0
14. POST -COMPOSITE SCORES	n=239	n=1840	n=878	n=130
135-139	0	1%	2%	9%
140-144	0	1	4	6
145-149	1%	3	7	10
150-154	1	5	12	19
155-159	3	7	17	22
160-164	6	12	16	16
165-169	10	14	16	8
170-174	12	23	15	6
175-179	25	22	8	4
180-184	29	11	2	2
185-189	13	3	1	0
190-195	0	0	0	0

TEST SCORES	FRESHMAN COMPOSITION	1 LEVEL BELOW	2 LEVELS BELOW	3 LEVELS BELOW
15. POST READING COMPREHENSION SCORES	n=120	n=1600	n=791	n=128
135-139	8%	12 %	29 %	45%
140-144	3	5	9	11
145-149	5	9	13	11
150-154	3	10	11	10
155-159	5	10	12	11
160-164	12	20	13	6
165-169	16	15	6	4
170-174	26	14	5	1
175-179	20	5	2	1
180-184	4	1	0	0
185-189	0	0	0	0
190-195	0	0	0	0
16. TOTAL ENGLISH SCORE	n=102	n=1417	n=678	n=118
135-139	0	1 %	3%	13%
140-144	1 %	2	7	9
145-149	2	4	11	20
150-154	2	7	15	21
155-159	4	10	19	14
160-164	9	15	17	12
165-169	15	20	14	4
170-174	14	20	10	4
175-179	23	14	4	3
180-184	25	7	1	0
185-189	7	1	1	0
190-195	0	0	0	0

INTERPRETING THE READING AND WRITING SCORES

For each student taking the NJCBSPT, the following reading and writing scores are reported:

A. Reading Comprehension

B. Sentence Sense

C. Essay

D. Composition (composite score based on Sentence Sense and Essay)

E. Total English (composite score based on the three reading and writing sections)

All total and composite scores are reported as scaled scores. The reported Essay score is the sum of the scores given by two independent readers. Off-topic papers and papers with an insufficient sample of writing receive a score of zero. Other papers receive a score within the range of 2 to 12.*

Also reported for the total and composite scores is the local percentile rank based on students tested in the previous testing year. For a particular student, this number represents the percent of scores at the student's institution that were lower than his or her score. The local percentile rank is a convenient way of determining an individual student's relative standing at his or her institution.

Reading Comprehension

The ability to read and understand what one has read is basic to success in any college course. A student's reading ability is thus pertinent to decisions about the student's course of study. The Reading Comprehension section of the NJCBSPT has some sets of questions based on short passages and some discrete questions. Students are asked to identify main ideas, to interpret ideas stated directly in a passage, to draw inferences from the passage, and to recognize relationships between sentences.

Sentence Sense

The good writer has command of sentence structure, of the way elements of a sentence fit together logically in order to convey ideas clearly and effectively. The questions in this part of the test deal with whether the student can identify a complete sentence (according to the traditional definition), with whether the student understands the logical connections needed between parts of a sentence, and with whether the student can recognize flaws that make sentences difficult to interpret or even ridiculous and meaningless. Students are asked about such things as the placement of modifiers in sentences ("After phoning my neighbor, the dog stopped barking"), about coordination and subordination of ideas in sentences ("Mary's apartment is in Camden, and she comes from Detroit."), and about completeness of sentences ("Ralph, who is a teacher and author of a book.").

In one kind of question in the test, students are asked to recognize the error, if there is one, in an underlined part of the sentence and to choose the best way of rephrasing the sentence to correct the problem. In the other kind of question, students are asked to rephrase sentences mentally—changing them, much as one would in rewriting, for emphasis or to give variety—and to choose the version of the rewritten sentence that contains no faults.

Essay

Most New Jersey English teachers believe that no test of writing ability will give an accurate picture of the student's ability to write unless that test gives the student an opportunity to write, to express ideas in his or her own words. The NJCBSPT asks the student to produce a brief writing sample in response to an assigned topic. What is needed for the purpose of this test—the identification of students who need special help—is only a short writing sample that will give some indication of such basic competencies as the ability to organize a paragraph, write a complete sentence, use standard English grammar and punctuation, use appropriate vocabulary, and use specific examples. Such a sample can be produced in the 20 minutes allotted for the writing task.

Before an essay topic is selected for use in the final form of the test, students in New Jersey colleges are asked to write on a variety of pretest topics proposed by the Reading and Writing Advisory Committee. By examining the essays written by these students, the committee determines the suitability of the topic for the test. A suitable topic is one about which all students can be expected to have something to say and one for which they can readily provide specific examples from their own experience.

The essays are scored by New Jersey college and high school faculty, assembled at a central location for the sole purpose of scoring the essays. In their scoring, the teachers are asked to rank papers by comparing them to each other (not to some ideal of professional writing), to reward students for what they have done well rather than penalize them for what they have done poorly, to remember that the essays were written in only 20 minutes under the pressure of taking a test, and to score each essay on the basis of the total impression it creates. The readers judge all aspects of the composition together, from spelling and punctuation to organization and style; they do not award separate scores for separate aspects of writing. Each paper is scored by at least two independent evaluators under carefully controlled conditions. For additional information, see the booklet entitled *Scoring the Essays.*

Name ______________________________ __ __ / __ __ __ __ __ __ __ __ __ / __
I.D. #

Address ______________________________

____

Telephone ______________________________

ENGLISH WRITING CLASS STUDENT SURVEY

1. What is your ethnic identity? (please check one)
    - ____ American Indian
    - ____ Black (non-Hispanic)
    - ____ Asian
    - ____ Pacific Islander
    - ____ Alaskan Native
    - ____ Hispanic
    - ____ Phillippine American
    - ____ Other non-Caucasian
    - ____ White

2. What is your age? ____

3. What is your sex? ____ male ____ female

4. What language(s) did you first learn to speak in your home? ______________

5. Have you ever attended this or another college before this semester? ____ yes ____ no

6. How long has it been since your last English writing course?
    - ____ less than 1 year
    - ____ 1-2 years
    - ____ 3-5 years
    - ____ more than 5 years

7. How many years of school have you completed?
    - ____ less than 12
    - ____ 13-14
    - ____ over 14

8. Check one:
    - ____ I have a high school diploma
    - ____ I have a completed a high school proficiency exam or GED.
    - ____ Neither

9. What is your educational goal? (check one)
    - ____ Vocational certificate
    - ____ Associate Degree + transfer toward a four-year degree
    - ____ Associate Degree/Vocational
    - ____ Associate Degree/General Education
    - ____ Transfer courses toward a four-year degree without Associate Degree
    - ____ Courses of personal interest
    - ____ Courses related to employment
    - ____ Other
    - ____ Unknown

10. Why are you enrolled in an English class? (check as many as apply)
    - ____ Required before I can enroll in another class I want to take
    - ____ Required that I complete this course to complete my degree/major/program
    - ____ To increase my chances of success in other classes
    - ____ To improve writing skills/gain confidence in writing
    - ____ Counselor recommended I enroll in course
    - ____ For job requirements/needs
    - ____ For personal interest/as a refresher course
    - ____ Parent or other encouraged me to enroll
    - ____ Not sure why
    - ____ Other - explain ______________________________

11. How capable do you feel about your writing skills? (check one)
    - ____ I write very poorly
    - ____ I cannot write well
    - ____ I write okay
    - ____ I write well
    - ____ I write very well

___ 1 ___ ___ 2 ___

Name ________________________________ ___/______________/___
I.D. #

Address ________________________________

____

Telephone ________________________________

Please assist the college in evaluating the English program by completing this survey and returning it in class to your instructor or by re-folding it and mailing it to the college (no stamp required).

END OF SEMESTER ENGLISH STUDENT SURVEY

1. What is your educational goal? (check one)

- ____ Vocational certificate
- ____ Associate Degree + transfer toward a four-year degree
- ____ Associate Degree/Vocational
- ____ Associate Degree/General Education
- ____ Transfer courses toward a four-year degree without Associate Degree
- ____ Courses of personal interest
- ____ Courses related to employment
- ____ Other
- ____ Unknown

2. How capable do you feel about your writing skills? (check one)

- ____ I write very poorly
- ____ I cannot write well
- ____ I write okay
- ____ I write well
- ____ I write very well

3. Did you use tutorial services for this course? ____ yes ____ no ____ not available

4. Do you intend to enroll in another English writing course next semester?
____ yes ____ no ____ don't know

5. Did this course assist you in accomplishing any of the following? (check as many as apply)

	Yes	No	Not my goal
I completed a pre-requisite for enrolling in another course.	____	____	____
I satisfied the requirement for my degree/major/program.	____	____	____
I improved my writing skills and/or gained confidence in my writing ability.	____	____	____
I think I have increased my chances of success in other classes.	____	____	____
I satisfied job requirements/needs.	____	____	____
I refreshed my writing skills.	____	____	____
Did not gain anything.	____	____	____
Other - explain: ________________	____	____	____

6. If you have STOPPED ATTENDING THIS COURSE, WHAT WAS YOUR REASON for no longer attending? (check as many as apply)

- ____ Too difficult
- ____ Too easy
- ____ The course was not what I wanted
- ____ Change in work hours/found job
- ____ Needed more time for other courses
- ____ Financial reasons
- ____ Reached my goal for this course early
- ____ Didn't like class/subject
- ____ Family/personal reasons
- ____ Illness
- ____ Other - explain: ________________

____

___ 3 ___ ___ 4 ___ ___ 5 ___ ___ 6 ___ ___ 7 ___

LARC Student Outcomes Study
College Participants

Contact Person	College Name	Enrollment	%Minority
Small Enrollment Colleges ≤7000			
Bill Baker	Taft	1039	20/S
John Hansell	Gavilan	2883	37/M
Jim Mitchell	Butte	6054	30/M
Jane Weidman	Canada	6704	25/M
Eleonor Szaszy	Monterey Peninsula	5653	25/M
Doug Garrison	College/Desert	2945	25/M
Joan Gipson-Fredin	Mira Costa	5507	28/M
Daniel Ipson	Hartnell	6522	48/L
Medium Enrollment Colleges 7000-13000			
Elaine Cohen	Santa Barbara	10198	21/S
Mildred White	Ohlone	7499	32/M
Doris O'Neill	Solano	8843	38/M
Gloria Swaringen	Chaffey	12030	30/M
Ina Gard	Mission	8799	57/L
Mary Stein	Evergreen	7170	60/L
Betty Lindgren-Young	Skyline	7393	44/L
Linda Umbdenstock	Rio Hondo	11870	70/L
Large Enrollment Colleges >13000			
Steve McDonald	Palomar	13616	23/S
Jim Mauch	Foothill	16647	23/S
Ed Buckley	Santa Rosa	19529	19/S
Lonnie Brooks	Golden West	15122	22/S
Michael Crow	Orange Coast	22790	20/S
Kent Hodson	Santa Monica	19722	35/M
Susanne Stevens	San Mateo	13869	33/M
Carl Waddle	Fresno	13526	42/L
John E. Tulley	Pasadena	18513	52/L
William Threlfall	Chabot	19373	41/L
Thomas Lew	El Camino	24703	49/L
Sam Sandusky	Sacramento	13085	48/L
Marjorie D. Lewis	Long Beach	22973	43/L

Large Minority (L) = >49% Medium Minority (M) = 25-40%
Small Minority (S) = < 25%

LU=Large Urban U=Urban S=Suburban R=Rural

Description of Sub-Samples Used For Each Analysis

Given that the original sample included approximately 7500 students enrolled in 29 colleges, it is not unexpected that irregularities and missing fields in the data would occur. The "Participants" Chapter of this report (pages 14-15) explains that sub-samples selected for each analysis in the study were carefully selected to avoid bias in reporting the findings. The reader will find that the "n's" for the total tables are not consistent. The following two tables list which colleges and which students were included in each analysis.

There are some cases where post-data for an entire college were excluded from a "total" table in the body of the report because its incompleteness would bias the total findings. Consequently, the "n's" for the college tables in the appendix do not always total to the "n's" used in the tables in the body of the report.

Explanation of Sub-Samples Used by College

College ID	Tests Used in Addition to Pre-Sentence Sense and Pre/Post-Essay	Comments About Participation in Various Study Components	Tables in Which College is Not Included
1	-		
2	Pre-/Post-Reading Comp. Post-Sentence Sense		
3	Pre-/Post-Reading Comp. Post-Sentence Sense		
4	Post-Sentence Sense		
5	Post-Sentence Sense		
6	Pre-/Post-Reading Comp. Post-Sentence Sense		
7	Pre-/Post-Reading Comp. Post-Sentence Sense		
8	-	Did not submit Spring 1987 semester records data and post-questionnaires.	Graph 1, Tables 1, 2,3,4,5,6,7,14,14a, 15
9	-	Did not submit Spring 1987 semester records data and post-questionnaires.	Graph 1, Tables 1, 2,3,4,5,6,7,14,14a, 15
10	-		
11	Pre-/Post-Reading Comp. Post-Sentence Sense		
12	-	Did not submit any Spring 1987 semester records data for students who dropped Fall 1986 semester writing course. Consequently, excluded from all retention analyses.	Tables 3,4,5,6
13	Pre-/Post-Reading Comp. Post-Sentence Sense		
14	Pre-/Post-Reading Comp. Post-Sentence Sense		
15	Pre-/Post-Reading Comp. Post-Sentense Sense		
16	Pre-/Post-Reading Comp. Post-Sentence Sense	Did not submit any Spring 1987 semester records data for students who dropped Fall 1986 semester writing course. Consequently, excluded from all retention analyses.	Tables 3,4,5,6

Explanation of Sub-Samples Used by College

College ID	Tests Used in Addition to Pre-Sentence Sense and Pre/Post-Essay	Comments About Participation in Various Study Components	Tables in Which College is Not Included
17	-	Did not participate in any post-data collection (tests,questionnaires,or Spring 1987 semester records data).	Graphs 1-3, Tables 1-15
18	Pre-/Post-Reading Comp. Post-Sentence Sense	Anomalies in post-test scores. Consequently, excluded from all skills acquisition analyses.	Graphs 2,3, Tables 8,9,10,11,12
19	Pre-/Post-Reading Comp. Post-Sentence Sense		
20	Pre-/Post-Reading Comp. Post-Sentence Sense		
21	Post-Sentence Sense		
22	Pre-/Post-Reading Comp. Post-Sentence Sense		
23	Pre-/Post-Reading Comp. Post-Sentence Sense	Did not submit Spring 1987 semester records data for students who dropped Fall 1986 semester writing course. Consequently, excluded from all retention analyses.	Tables 3,4,5,6
24	Pre-/Post-Reading Comp. Post-Sentence Sense		
25	Pre-/Post-Reading Comp. Post-Sentence Sense		
26	Pre-/Post-Reading Comp. Post-Sentence Sense		
27	Post-Sentence Sense		
28	Pre-/Post-Reading Comp. Post-Sentence Sense	Did not submit Spring 1987 semester records data for students who dropped Fall 1986 semester writing course. Consequently, excluded from all retention analyses.	Tables 3,4,5,6
29	-		

Explanation of Sub-Samples Used by Table

Table Number and Title	Description of Sub-Sample	ID Numbers of Colleges Excluded
Table 1: Percent Distribution of Students' Pre-Educational Goals by Post-Educational Goals	Only students for whom pre-Q and post-Q were submitted	8,9,17
Table 1a: Percent Distribution of Students' Pre-Educational Goals by Post-Educational Goals by Level	Only students for whom pre-Q and post-Q were submitted	8,9,17
Graph 1: Pre-Course Objective and Post-Accomplishment: "Increased Chances of Success in Other Classes	Only students for whom pre-Q and post-Q were submitted	8,9,17
Table 2: Percent Distribution of Students' Pre-Course Objectives and Post-Accomplishments by Level	Only students for whom pre-Q and post-Q were submitted	8,9,17
Table 3: Percent Distribution of Course Success by Level	Only students for whom Spring 1987 semester records data was submitted	8,9,12,16,17,23,28
Table 4: Percent Distribution of Course Success by Ethnicity	Only students for whom Spring 1987 semester records data was submitted	8,9,12,16,17,23,28
Table 5: Percent Distribution of Persistence to Next Semester by Level, Ethnicity, Course Success	Only students for whom Spring 1987 semester records data was submitted	8,9,12,16,17,23,28
Table 6: Percent Distribution of Students Enrolling in Subsequent English Course by Level,Ethnicity	Only students for whom Spring 1987 semester records data was submitted	8,9,12,16,17,23,28
Table 7: Mean Number of Remedial and Non-Remedial Units Enrolled In by Level and Ethnicity	Only students for whom Spring 1987 records data was submitted	8,9,17
Table 8: Average Pre-/Post-Test Scores and Average Gain for Succ. and Non-Succ. Students by Level and Ethnicity: ESSAY	Only students for whom pre- and post-test scores are available	17,18
Table 9: Average Pre-/Post-Test Scores and Average Gain for Succ. and Non-Succ. Students by Level and Ethnicity: SENTENCE SENSE	Only students for whom pre- and post-test scores are available	17,18
Table 10: Average Pre-/Post-Test Scores and Average Gain for Succ. and Non-Succ. Students by Level and Ethnicity: COMP. COMPOSITE	Only students for whom pre- and post-test scores are available	17,18
Table 11: Average Pre-/Post-Test Scores and Average Gain for Succ. and Non-Succ. Students by Level and Ethnicity	Only students for whom pre- and post-test scores are available	17,18
Graph 2: Average Pre-Test and Post-Test Essay Scores by Level for All Colleges	Only students for whom pre- and post-test scores are available	17,18
Graph 3: Average Raw Score Gain by Average Pre-Test Score by Level for All Colleges	Only students for whom pre- and post-test scores are available	17,18
Table 12: Percent Distribution of Average Raw Score Essay Gain by Level for All Colleges	Only students for whom pre- and post-test scores are available	17,18
Table 13: Percent of Completing Students Prepared for Next English Writing Course Level, According to Essay Pre- and Post-Scores, by Level	Only students for whom pre- and post-test scores are available	17,18
Table 14: Post-Rating of Writing Ability by Pre-Rating of Writing Ability	Only students for whom pre-Q and post-Q were submitted	8,9,17
Table 15: Success in Courses by Use of Tutorial Services by Level	Only students for whom pre-Q and post-Q were submitted	8,9,17

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